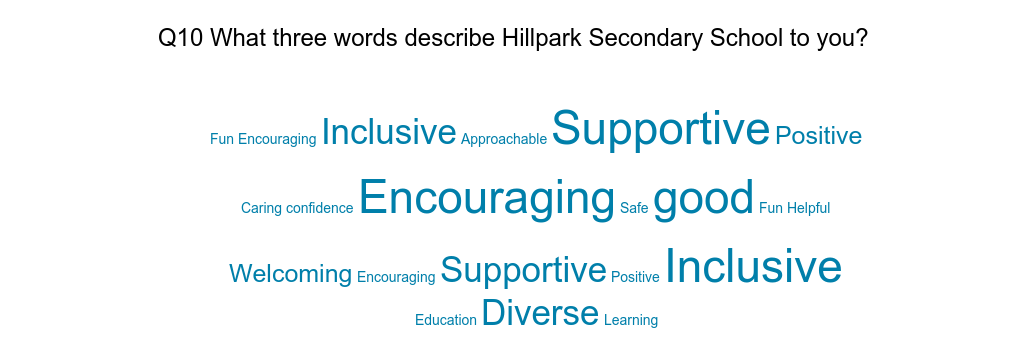
**Hillpark Secondary School Anti-Bullying Policy**





 **Revised February 2020**

Glasgow City Council states ‘Bullying behaviour is never acceptable within our schools’. 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’. *(GCC: Every Child is Included and Supported)*

In line with the Council’s guidance, we have in place a local policy on anti-bullying, supported by appropriate training and strategies for implementation.

Our aim at Hillpark Secondary School is to create an environment where bullying cannot thrive and to promote a culture of positive behaviour and respectful relationships in our school.

**What is bullying?**

At Hillpark we recognise that bullying has a different kind of impact from other behaviour as it affects how children see themselves and the choices they can make. Young people who are bullied feel unsafe as others have affected the things they feel they can do. At Hillpark Secondary School we define bullying in line with the national policy ‘Respect for All’, as

***Bullying is both behaviour and impact: the impact is on a person’s ability to feel in control of themselves. It is unkind behaviour that can make people feel hurt, threatened, frightened or left out.***

Pupils at Hillpark have explored this definition and agree that we should use it here. Parents and carers were also consulted on this and agree with the definition.

Bullying 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 behaviour happens both face to face and online.

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual’s actual or perceived identity; it can be based on characteristics unique to a child or young person’s identity or circumstance.

The Equality Act 2010 supports progress on equality, particularly in relation to nine protected characteristics, which are:

* Age
* Disability
* Gender reassignment
* Marriage and civil partnership
* Pregnancy and civil partnership
* Race
* Religion or belief
* Sex
* Sexual orientation.

Prejudice-based language and behaviour will always be challenged at Hillpark. We will challenge homophobia, we will challenge bullying based on disability, race or ethnicity, gender, sexual orientation, transgender status, religion and belief, socio economic status, appearance, if children are Looked After, are young carers or are refugees or their families are asylum seekers,

**Children’s Rights**

Children have the right to be safe. Children’s Rights sit within a document called the United Nations Convention on the Rights of the Child UNCRC. The UNCRC has 54 articles that cover all aspects of a child’s life and sets out rights that all children everywhere are entitled to. This includes the right to be safe, the right to an education and to have your views taken into account.

Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. We will make sure that our anti-bullying work at Hillpark is informed by the UNCRC and that our staff, pupils, parents and carers are aware of Children’s Rights.

**Creating an environment where bullying cannot thrive in Hillpark**

Our values at Hillpark Secondary underpin all the work we do here including anti-bullying. These values will be modelled by staff at all levels. All children will be actively encouraged to follow these. Our shared school values are displayed prominently around the school.

Our key aim is to support all within the Hillpark community and to embrace our ASPIRE values;

**A**chieving Hillpark pupils **achieve** well through good attendance, commitment and hard work.

**S**upportive Hillpark pupils are **supportive** of others and support their own learning with good behaviour and team work.

**P**ositive Hillpark pupils have a **positive** attitude towards learning and life.

**I**ncluded Hillpark pupils **include** themselves in the life of our school both in and out of the classroom; we include others so that we can all succeed together.

**R**espectful Hillpark pupils are **respectful** to all and value others.

**E**qual Hillpark pupils support equality and work towards understanding peace, dignity, tolerance and harmony within the school community.

We are committed to maintaining a caring ethos where pupils feel safe, healthy and supported.

We encourage our pupils to take responsibility for their learning, behaviour and achievement and to contribute to our learning community in which ever way they can.

We promote an ethos of inclusion and equality and work hard to achieve the very best for all pupils. We celebrate the diversity which exists within the school and recognise and celebrate the cultures and religions of all pupils and staff.

We have our Equalities Group which meets regularly throughout the session. This group is a safe space where all pupils and staff are welcome regardless of their gender or sexual orientation.

All pupils in Hillpark Secondary are attached to a House Group headed by a Principal Teacher of Pastoral Care who will aim to ensure that each pupil is known personally and in depth and will identify and respond quickly to pupils' individual needs.

The Social Education programme promotes each pupil’s personal, social and intellectual development, and helps pupils to be independent, responsible for their own actions and capable of making appropriate decisions.

All Pastoral Care staff work closely with parents and carers and support services in the interest of pupils' development and try to foster the development of good relations between teachers and pupils. They bring together all information on a pupil’s development to ensure that parents and relevant staff are kept up-to-date and that a co-ordinated approach to each pupil’s needs is developed.

**Responding to Bullying**

If a pupil is concerned about bullying, they can approach their teacher and share this. If they don’t feel confident to talk to their own teacher, they can approach any teacher or member of staff they feel comfortable talking to. They can tell a parent, carer or family member who can share this with the school.

Children should also be signposted to Childline (0800 1111) as they may value the chance to chat to someone who does not know them as a way of coping.

We know that bullying is made up of both behaviour and impact, when investigating and responding to concerns about bullying, we will always look at both behaviour and impact. We understand the importance of the following three questions:-

**What was the behaviour?**

**What impact did it have?**

**What do I need to do about it?**

We will always ask children who are being bullied what they would like us to do as well and ensure they can influence the direction we take to support them and their families.

We know that sometimes hurtful behaviour or words can have no impact. At Hillpark Secondary, unkind behaviour, harmful or prejudiced-based language will always be challenged no matter what impact it has.

We also know that sometimes children can misinterpret the actions of others. We will always support someone when they feel this way and help empower them to manage their feelings and better understand the action of others.

Bullying happens when hurtful language and behaviour impacts on a person’s ability to feel safe and in control of themselves. We will always deal with what a person did and the impact it had

Best practice as well as our own pupil consultation has told us that children value choices when responding to bullying. It is our role as adults to explore their options and choices and to find a route that works for them. Some children will prefer to talk about how they feel, some may draw or explore it in other ways, some cope through art, drama and sports.

Some will cope better than others with behaviour and may be able to use verbal skills in response. It is through exploring what works for an individual that helps find solutions and can help young people regain a sense of control and influence over how they feel.

Children with additional support needs may experience bullying differently and may be targeted because of their additional support need. Staff at Hillpark will always take into account additional support needs and the principles of inclusion when addressing bullying.

**What can Pupils expect at Hillpark Secondary School?**

This reflects the consultation with pupils across the school and input from the Pupil Council.

**What our pupils told us**

Our pupils told us that they really value the support of Pastoral Care and of the Campus Police Officer. These were viewed very positively by many pupils.

Our pupils told us they want to feel listened to and not to be judged by their previous behaviour. This included pupils that staff view positively, they want pupils to be judged on what they did, not who they are.

Pupils told us that they are keen that bullying is dealt with sensitively.

Our pupils recognise that they spend time with and talk to friends online as well as in school and that sometimes arguments and relationship issues can cross over into online communications. In line with Glasgow City Council’s Policy, we will help our pupils resolve issues and the impact of online bullying wherever we can and seek the support of parents and carers when doing so.

**Pupils can expect -**

* To be treated fairly
* To be safe and to be themselves
* To be listened to and involved and asked about what is happening to them
* That bullying will never be ignored
* To be supported and helped if bullied, we will always address the impact of bullying and support children and their families to feel safe and that children who are bullied are helped to feel like themselves again.
* That staff will monitor the impact of bullying on an ongoing basis.
* That there are consequences for bullying other pupils. These will vary in severity depending on each situation and how well they have responded to initial responses.
* That we understand that all behaviour is communication. We need to help children and young people who are bullying by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We will challenge prejudice and offer the opportunity to learn and change behaviour.
* In line with the feedback form parents and carers we recognise that those who are bullying should get support from both parents and the school and that bullying should be dealt with fairly and consistently. Our parents and carers told us that bullying was a very serious issue but recognised that exclusion is not always the answer, and many felt it was only ever appropriate as a ‘last resort’.
* We will not label children wherever possible – we shall instead focus on labelling the behaviour and helping them change that.

**What can our Parents and Carers expect?**

Parents and carers can notify the school if they are concerned about bullying. Parents will be included and informed when there are concerns about bullying. The school will investigate any concerns and respond appropriately.

We spoke to parents and carers as part of this policy development process and they told us that partnership with the school was vital to them and they told us they felt it was a shared responsibility to teach children about relationships. The vast majority of our parents and carers indicated that are confident the school will deal with bullying effectively. Parents and carers can continue to expect an open and ongoing partnership with the school.

We asked our pupils about what advice and guidance we should give to parents and carers on responding to bullying. They stated consistently across the school that they would like parents and carers not to over react, they said, ‘*don’t jump the gun’* and ‘*please do not inflame/exaggerate things’*.

* **As a result of this clear feedback from pupils, we ask all adults - school staff and parents and carers, to be mindful of how their response can help a child feel listened to, included and safe.**

Bullying behaviour can also happen online. We strongly encourage parents and carers to monitor their child’s use of technology and ask them to challenge any negative usage as well as support their child if they are receiving bullying messages by ensuring social media accounts are private and have appropriate age restrictions in place.

**Monitoring and Recording Bullying**

All incidents of bullying will be recorded on SEEMIS, our electronic management of information system, within the Bullying & Equalities module. Professional judgements will be made when deciding what to record on SEEMIS.

Not all disagreements between children are necessarily bullying and staff will consider behaviour and impact before deciding how it should be recorded.

When recording bullying incidents, the following information must be included:

* The children and young people involved as well as other adults
* The type of bullying experienced – name calling, threats or rumours etc.
* Any underlying prejudice including details of any of the protected characteristics
* The impact of the bullying incident, including consideration or personal or additional support needs and wellbeing concerns and
* Actions taken including resolution at an individual or organisational level.

By recording and monitoring bullying incidents at a local level, local authorities and schools will be able to identify trends or themes emerging and where improvement can be made to support the wellbeing of all children and young people.

**Training**

All staff at Hillpark have had training on this approach to anti-bullying.

**Review -** This policy will be reviewed in three years