

Anti-Bullying Policy

Rationale

King's Park Secondary School subscribes to the Scottish Government's vision and national approach to anti-bullying for Scotland's children and young people.

“Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people and their parents or carers will have the skills and resilience to prevent or respond to bullying appropriately. Every child and young person who requires help will know who can help them and what support is available. Adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from Early Learning and Childcare onwards.”

Scottish Government (2017) – Respect for All: national approach to anti-bullying

Children's Rights and Legal Framework

The Scottish Government is committed to supporting and promoting children's rights and the **United Nations Convention on the Rights of the Child (UNCRC)**. All children and young people have these rights and should respect the rights of others. The UK has ratified the UNCRC and Scotland participates in reporting every five years on its implementation of the convention, including its action on anti-bullying.

There is also a strong UK and Scottish legal framework which enshrines the welfare of the child as paramount. While taking into consideration the views of the child, the framework secures an adequate and efficient provision of education which is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.

The Health and Wellbeing framework within Curriculum for Excellence complements the duty in the **Schools (Health Promotion and Nutrition) (Scotland) Act 2007** for Scottish Ministers and local authorities to endeavour to ensure that all schools are health promoting. The statements of experiences and outcomes in Health and Wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people, and are the responsibility of all teachers. Health promoting schools will promote the mental, emotional, social and physical health and wellbeing of all children and young people.

Getting it Right for Every Child (2008) highlights eight wellbeing indicators to ensure that all children and young people are Safe, Happy, Achieving, Nurtured, Active, Respected, Responsible and Included.

The Equality Act (2010) aims to strengthen the law to support progress on equality. The Act consolidates and harmonises a range of equality legislation,

replacing familiar laws such as the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act 1995.

The Act provides protection from discrimination, harassment and victimisation based on a range of 'protected characteristics'. Those characteristics which apply to education establishments are defined in the Act as race, sex, disability, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity.

The Education (Additional Support for Learning) (Scotland) Act (2004, amended 2009) requires local authorities to reduce barriers to learning, which can include bullying behaviour.

King's Park is committed to ensuring that anti-bullying advice and guidance is fully informed by this legal framework, in particular the 'protected characteristics' from the Equality Act. Bullying experiences bring a loss of opportunity for the person(s) to grow and develop and are often linked with prejudice and discrimination.

Bullying – Our School's Values and Beliefs

- Bullying of any sort is unacceptable
- All pupils and staff have the right to feel happy, safe and included
- Pupils and staff have the right to work in an environment without harassment, intimidation and fear
- Anyone who experiences bullying will be supported
- We recognise the effects that bullying can have on pupil's feelings of worth and on their school work, and the school community will actively promote an anti-bullying environment.

Our intention is that this policy will be used to express our belief that all pupils should be included fully in the life of the school. It will enable us to ensure we provide a learning environment which is free from any threat or fear and allow pupils to develop into confident and responsible individuals whilst successfully achieving everything they are capable of.

We aim to reduce and to eradicate where possible, instances in which pupils are subjected to any kind of bullying.

This policy will aim to:

- Provide a clear definition of what bullying is including describing the various forms bullying can take
- Provide a clear set of expectations and procedures for pupils, parents and carers and staff
- Describe some of the methods of prevention King's Park will employ
- Provide a clear set of actions and a timeline to describe what will happen if an allegation of bullying is made
- Explain how allegations of bullying will be recorded and monitored

Definitions of Bullying

Bullying is a combination of behaviours and impacts that can affect someone’s ability to feel in control of themselves; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can harm people physically or emotionally and, although the initial behaviour may not be repeated, the threat may be kept up over time, by actions, looks, messages, confrontations, hitting or hurting or the fear of these.

These behaviours can take place face to face or online. Significantly, although online bullying has become much more prevalent in recent years and is taken as seriously as any other form of bullying, face to face bullying is still the most common.

Online bullying occurs in the virtual world which children and young people access through social networking apps (eg Facebook, Instagram and Snapchat), computers, mobile phones and games consoles. As communication can happen anywhere and at any time, often unsupervised, on-line bullying can be very pervasive and difficult to handle. However, in essence, the behaviour is the same and requires similar prevention methods. *Bullying – A Guide for Parents and Carers*, which includes guidance on bullying, is available from the Respect Me website:

<https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/>

Detailed advice focusing specifically on online safety can also be found on the Respect Me website: <https://respectme.org.uk/adults/online-bullying/>

Bullying and Prejudice

Bullying behaviour may be related to prejudice-based attitudes and behaviours which may compound other differences or difficulties in a child or young person’s life.

These include:

- homophobic bullying;
- racist bullying;
- disablist bullying;
- body image;
- religion and belief;
- sexism and gender;
- gender identity;
- looked after children and young people;
- young carers;
- socio-economic group.

With this in mind, vulnerable children and young people may be particularly at risk of experiencing bullying.

Descriptions of prejudice-based bullying are included in **Appendix 1**.

Research and practice experience over time have led to an emerging understanding of bullying as a behaviour which emerges from complex social dynamics rather than solely as a characteristic of the individual. Bullying can be understood as behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated.

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. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it.

King's Park is committed to current definitions that take account of the context in which the event took place and the impact on the person who feels harm has been done to them. It is considered unhelpful to define bullying purely in terms of behaviours alone.

It is important to have clarity about these significant events and be able to recognise and acknowledge bullying behaviours when they happen.

Bullying behaviours can include:

- name calling, teasing, putting down or threatening and intimidating by making prejudiced-based remarks;
- hitting, tripping, pushing, kicking;
- stealing and damaging belongings;
- ignoring, excluding, spreading rumours;
- sending abusive messages in writing or electronically, eg via text, emails or social networking sites;
- making people feel like they are being bullied or fearful of being bullied;
- targeting someone because of who they are or who they are perceived to be.

This list is not an exhaustive list; there may be other behaviours that could impact negatively on a child's wellbeing.

Intent and Impact

The guidelines found on the RespectMe.org.uk website form the basis of our policy regarding intent. Respect Me's explanation can be helpful in understanding this:

"Every bullying incident should be looked at individually. In some cases, children or young people may not be aware that their behaviour is actually bullying. They are perhaps modelling the behaviour of adults or other children and young people, not understanding that it is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this. It must be explained to the person bullying that their behaviour is unacceptable and why. Intent is difficult to prove and young people can often reframe their behaviour when challenged. It's more important to focus on the behaviour and the impact it had, rather than trying to establish whether someone acted deliberately or not".

It is crucial to take into account the impact that bullying behaviour has on a child or young person. **The impact an incident has on a child or young person is**

more important than whether it is classified as bullying. Actions can affect people in different ways and this should be taken into consideration. The person who has experienced harm may have experienced just one event. **The impact determines the definition of bullying.** One incident is sufficient to alert adults to take supportive action.

The Role of the Pupil Support Team and Teaching of Personal, Social and Emotional Education (PSE).

King's Park pupils benefit from having a Pupil Support teacher who is committed to their pastoral care and their personal and social education. The Pupil Support team work tirelessly to building strong relationships with their pupils. Pupils are encouraged from day one to report any bullying concerns they may have directly to their Pupil Support teacher. Pupils are aware of the open door policy they operate. Through careful timetabling, pastoral care teachers are able to take most of their house group for PSE. This allows weekly contact with pupils in a unique classroom setting. Due the very nature of PSE lessons a deeper pupil-teacher bond is able to develop.

Throughout the PSE programme various bullying related issues are discussed. Specifically topics such as bigotry; racism; domestic abuse; homophobic and transphobic bullying and cyber bullying are addressed. Our PSE course helps to foster an understanding and acceptance of others. PSE enables a multifunctional approach to creating an anti-bullying climate. It is preventative as well as being conducive to restorative practices.

The Role of Supervision

During interval and lunchtime there is a strong staff presence in social areas. Senior Management, Pupil Support Staff, Classroom Teachers and our Campus Police Officer make up a visible team to maintain good order. This also makes staff very accessible for pupils and aids further development of positive staff-pupil relations.

The Role of Anti-Bullying Ambassadors



As a school we are working towards gaining our Diana Anti-Bullying Award. Pupils can apply to be trained as Anti-Bullying Ambassadors. These pupils will be given a leadership role, and working the Pupil Support team will work towards "bully-proofing" our school. Anti-Bullying Ambassadors and Peer Mediators will be involved in the primary transition.

The Role of Restorative Practices

In line with GIRFEC principles King's Park promotes an ethos of restorative practice throughout the whole school. These restorative approaches focus on building and repairing relationships rather than managing and controlling behaviour in instances where there have been episodes of challenging behaviour and/or conflict. By promoting this approach it is hoped that

- young people are better able to make positive choices regarding appropriate behaviour
- healthy, positive relationships develop amongst the whole school community and
- young people can become more accountable for the real consequences of wrongdoing.

The importance of good, strong positive relationships is stressed and such relationships are actively encouraged with staff supported to use restorative techniques in everyday practice. It is widely recognised that a key aspect of improving outcomes for young people is in the quality of relationships between staff and pupils, and thus at King's Park the focus is on developing quality relationships between all involved partners.

Restorative techniques have already been introduced around the school and they are currently being more fully developed.

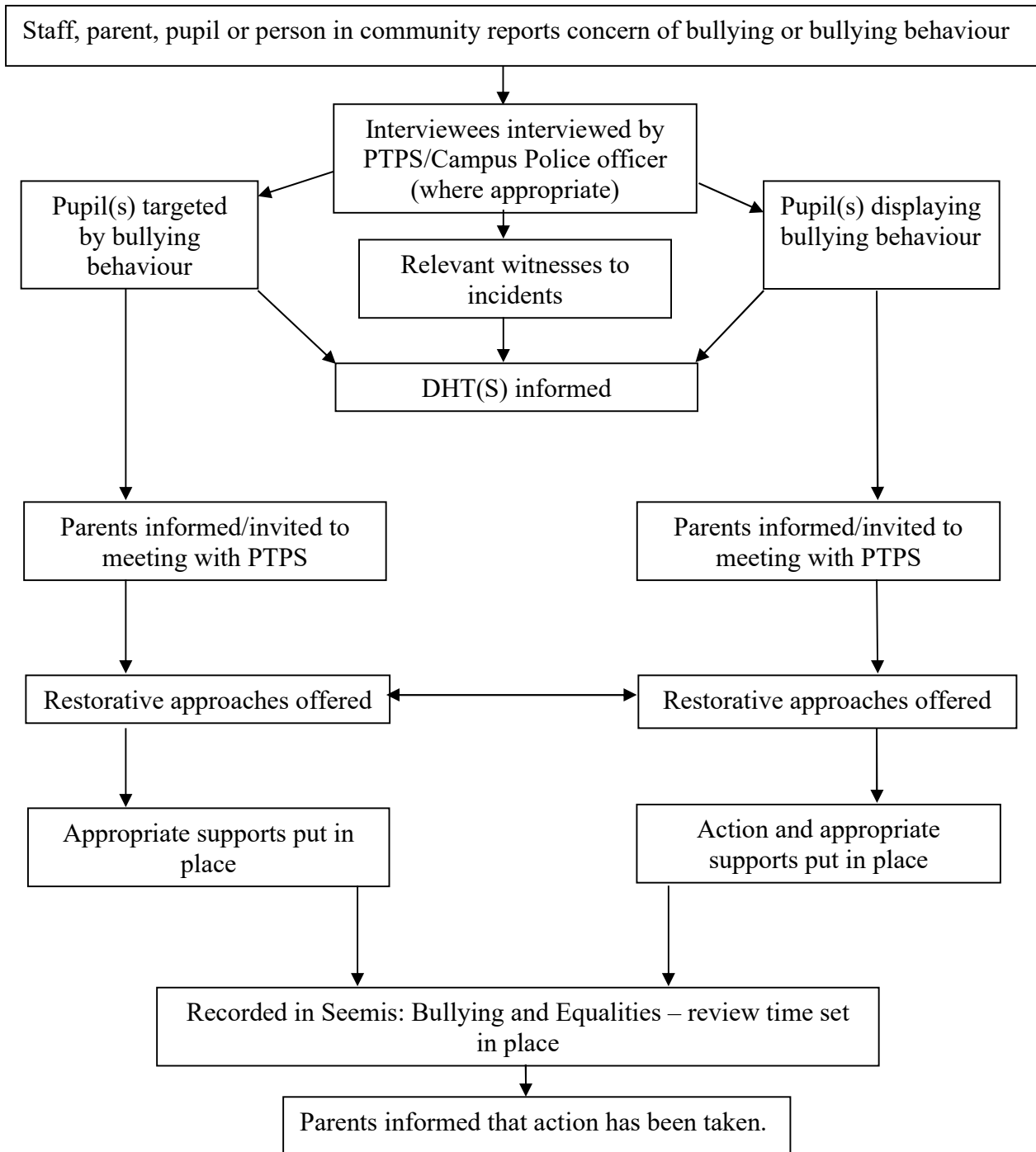
Bullying Concerns?

A Suggested Checklist to Consider

If you are concerned that a pupil maybe being bullied then any of these signs could be a possible indication that bullying is occurring and that the situation requires further investigation.

- is frightened of walking to or from school
- doesn't want to go on the school/public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to perform in school work
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a text/e-mail message is received

Procedures to deal with and Investigate Concerns of Bullying @KPSS



Supports/Action available at King's Park:

- Communication with staff and individualised arrangements put in place
- In-house peer support
- Support from Anti-Bullying ambassadors
- Referral to school counselling service
- Other third party support such as group work
- Adjustments made to class seating arrangements
- Monitoring by PTPS/DHT
- Support from campus police officer
- Temporary removal from classes
- Reflective detention
- Contact with parents

What outcomes should you expect?

After the incident has been investigated following the procedures and methods above you can expect one or some of the following outcomes:

1. The pupil(s) exhibiting bullying behaviour may be asked to genuinely apologise to their victim.
2. If possible, the pupils will be reconciled.
3. In some cases the Depute Head Teacher or Head Teacher may become involved and employ sanctions.
4. After the incident/incidents have been investigated and dealt with the situation between the pupils will continue to be monitored.
5. Any reported incidents of bullying behaviour will be investigated and will be logged by Pupil Support staff.

What the school requires

In order to successfully deal with accusations or incidents of bullying the school would appreciate both parents/carers and pupils co-operate in the following ways.

1. Allow the Pupil Support staff to deal with any accusations and give them time to do so.
2. Encourage your child to continue to attend school and all classes – this allows us the opportunity to put any measures in place and to measure their success and effectiveness.
3. Allow Pupil Support and DHTs the opportunity to follow the procedures above and the chance to amend the strategy in place if required.
4. Encourage your child not to discuss any other pupils or incidents, including on social networking apps such as Facebook, Snapchat, Instagram, Tik Tok and others.

Help Organisations

If you require any extra support or help in dealing with incidents of bullying please do not hesitate to contact the relevant Depute Head or Pupil Support Teacher.

School Telephone Number 0141 582 0150

Arran House

Mrs Kelly, Depute Head Teacher
Miss McGugan, Pastoral Care Teacher

Lewis House

Mrs Thyne, Depute Head Teacher
Miss McTaggart, Pastoral Care Teacher

Mull House

Ms Cook, Depute Head Teacher
Ms Gibson, Pastoral Care Teacher

Skye House

Mrs Preston, Depute Head Teacher
Mr Samson, Pastoral Care Teacher

Targeted support is provided across houses by Mrs Bertolini.

The following organisations may also give you further support or information.

Childline

Telephone: 0800 11 11
Website: www.childline.org.uk

Kidscape

Parents Advice line: 08451 205 204
Website: www.kidscape.org.uk

Respect Me

Telephone: 0800 44 11 11
Website: www.respectme.org.uk

Lifelink Youth

0141 552 4434
mail@lifelink.org.uk

LGBT Youth Scotland

Telephone: 0131 555 3940
Mobile: 07786202370
Website: <https://www.lgbtyouth.org.uk/young-people>

Appendix 1

Definitions of Prejudiced-based Bullying

Homophobic Bullying

Homophobic bullying behaviour is mainly directed towards young people who are identified as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. Bullying behaviour can also be directed at young people who are perceived to be different for not conforming to strict gender norms. Ultimately, any young person can experience homophobic bullying behaviour and any young person can display homophobic bullying behaviour if negative attitudes, language and behaviour remain unchecked.

Racist Bullying

Racist bullying is a term used to describe prejudicial bullying based on someone's race or ethnicity or someone's perceived race or ethnicity. Children from ethnic minorities are more likely to experience bullying behaviour. The impact of racist bullying can go far beyond the individual person. This bullying behaviour can impact on their family and others perceived to be from the same or similar group. For example, children and young people from Gypsy/Traveller communities frequently report racial bullying behaviour. Racist bullying can take a variety of forms. Verbal abuse includes name calling, offensive mimicry of accent and/or pretending not to understand what is said. Mockery and mimicry may extend to dress, religious observance, diet and country of origin or perceived country of origin.

Non-direct bullying behaviour may include graffiti, vandalism of property, flaunting of racist badges, slogans, leaflets etc.

Disablist Bullying

Disablist Bullying is the term used to describe the bullying behaviour of someone based on their physical, mental or learning disabilities or perceived disability. Nearly all children and young people with a learning disability are bullied.

People who display bullying behaviour 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 behaviour.

Some children and young people may also experience mockery of their specific disability or disabilities: mockery of their contribution to work or play and refusal by other children to work, play or interact with them.

Low self-esteem often found in children and young people with disabilities can lead them to make friends with people who exploit them, and who, in reality, aren't really 'friends' at all. This lack of confidence may also mean that they get hurt more easily and are less resilient in relationships with other children. In turn, there is a risk that the outward signs of bullying – a change in behaviour, low mood, dishevelled clothing or bruises - may not be picked up by adults as an indicator of bullying behaviour.

Bullying and Body Image

Bullying behaviour on the grounds of body image/size/obesity is one of the most prevalent forms of prejudice-based bullying. Recently, the level of such bullying has been exacerbated by national concerns about rising levels of obesity. The media's constant reinforcement of concerns about body image/size/obesity and the trivialisation of these issues is a key factor related to this problem.

Body image is hugely important to children and young people and bullying because of body image can have a real negative impact. The impacts of bullying behaviour on the grounds of body image can manifest in the development of poor eating habits and eating disorders.

Bullying and Religion and Belief

Bullying based on religion is directed against individuals and groups because of their actual or perceived religious belief or their connection with a particular religion or belief. For example, someone may be targeted because of the religion of a friend or family member, or because they are wrongly assumed to belong to a particular faith community, due to their appearance. As well as religious intolerance and bullying behaviour between one faith against another, bullying behaviour can also occur because of differences (or perceived differences) between different denominations or sects within the same faith, e.g. between Catholic and Protestant Christians. Sectarianism and religious intolerance put children and young people at greater risk of bullying directly and indirectly.

Bullying and Sexism and Gender

Gender stereotyping based on the notion of acceptable and unacceptable male and female behaviour can leave children and young people who do not conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. For example, boys portraying compassionate and sensitive characteristics and girls who are seen as being assertive and loud can lead to bullying, questioning and targeting of their gender.

Bullying and Looked after and Accommodated Children and Young People

Children and young people who are looked after and accommodated (LAAC) by the local authority are vulnerable to bullying behaviour for a number of reasons. This can be due to regular changes in schools or care placements which can make forming friendships difficult, poor relationships 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 the need to preserve privacy.

Looked after and accommodated children and young people may have very similar experiences of bullying behaviour to other young people, but often the bullying behaviour will focus directly on the fact that they are looked after. This can take a

more serious turn if the child or young person lives in the same house or unit as the person responsible for the bullying behaviour.

The experience of being with the person who is bullying you 24 hours a day would be an extremely stressful one and very difficult to manage.

Bullying and Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member. Young carers may find themselves being bullied because of the differences or perceived differences in their family circumstances.

Bullying and Socio-Economic Group

Several studies have linked socio-economic group and inequality with experiences of bullying and inequality with experiences of bullying. The Department for Children, Schools and Families in the UK released a report that stated that pupils who were among a minority eligible for free school meals in schools could be 'derided or shunned', due to being perceived as a poor (2010). This was reflected in Green *et al/s* research showing that pupils in schools with higher proportions of free school meals were less likely to say they had been bullied (2010). This suggests that it is not only the existence of poverty that places individuals at risk of being bullied, but also being in a minority in a system of wider social stratification.

Prejudiced-Based bullying in Scottish Schools: A Research Report, Brandi Lee Lough Dennell and Caitlin Logan; LGBT Youth Scotland and respectme. 2015