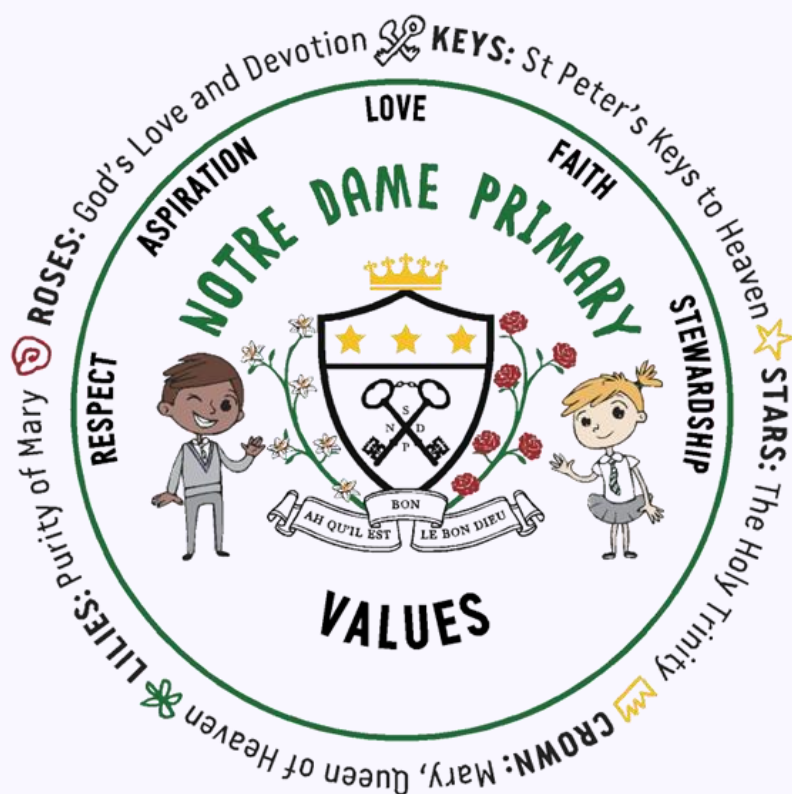


Anti-Bullying Policy

Notre Dame Primary School



Important Documents

This policy is written and reflects on many important documents, please refer to the included publications with abbreviations for further support:

- The Charter for Catholic Education (SCES)
- Getting it Right for Every Child (GIRFEC)
- Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (SHANARRI)
- United Nations Convention on the Rights of the Child (UNCRC)
- Getting it right in Glasgow, the Nurturing City (Anti-bullying) (2019)
- Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People (2017)

Useful websites for parental consultation:

- Parentline (Scotland) and Family Lives (England)
- Childline Scotland
- Internet Matters
- Get Safe Online
- RespectMe

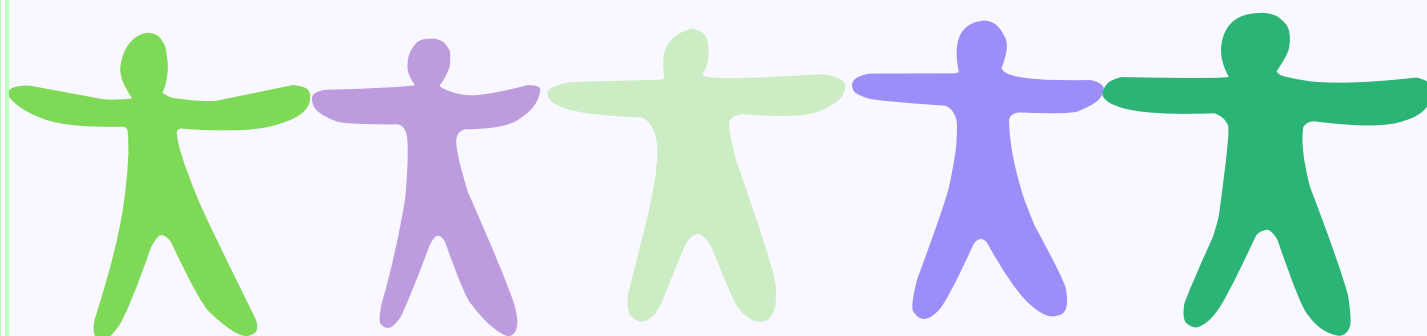
This policy gathered official information from Police Scotland, Scottish Government and Government UK to inform it's writing.

Please also refer to the Positive Behaviour Policy and Nurture Policy for further information.

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Please note that this policy will use the terms "the person bullying" and "the person being bullied" instead of "bully" and "victim," as the latter labels carry negative connotations that are no longer considered appropriate.



Background & Introduction

Glasgow City Council, our nurturing city, states that our educational environments must promote safety and security which allows our children and young people to feel valued and respected. This in turn forms a foundation which allows our children to learn, flourish and thus achieve their highest potential.

Glasgow's position is clear, expressing that each educational establishment must allow their pupils to feel protected and free from bullying and highlights that any form of discrimination should never be a part of children's educational journeys.

This anti-bullying policy will outline the international, national and local guidance of recognising, preventing and responding to any incidents of reported bullying which informs our approach in NDPS.

In doing so, it will outline the rigorous process that takes place in our school formed on the belief that every voice is heard and that all children and young people are on the course of developing respect, aspiration, love, faith and stewardship (RALFS). At the forefront of our daily interactions and at the heart of NDPS are our values informed by the Charter for Catholic Schools in Scotland (SCES) honouring each child's dignity, voice and the development of each person's unique talents in an inclusive environment. Whilst also, reflecting on the universal understanding of children's rights promoted by UNICEF:

“All humans are born free and equal in dignity and rights”

(Article 1, Universal Declaration of Human Rights)

NDPS staff, as a collective, understand their central shared commitment in preventing, recognising and addressing unacceptable behaviour in our school which is the responsibility of all. It is essential for us to nurture close links with children and young people, parents and carers, staff (at all levels) and our numerous school groups such as the Pupil Council and Nurture Committee.

All staff in NDPS receive coherent and well-planned mandatory training which allows the inclusive vision to transform from professional learning to informed practice.

Pope Francis, reflecting on his predecessors, supports their belief that 'education is the path to peace' and that human development can only occur through informed education delivered by dedicated teachers (Vatican News).

Therefore, reflecting on oneself can enable our children and young people to truly recognise the dignity of each person based on sound research and spiritual guidance.

The following parts of the policy will reflect on the definitions of bullying, on our premises and online, how these are recognised and addressed by our class teachers working alongside our Headship and other stakeholders.

This document will also provide useful guidance on how we manage inclusion in all parts of our school practice with important additional information for parents and carers.

What is Bullying?

The Equality Act 2010 protects many characteristics such as disability, religion, belief or race alongside other forms of discrimination (please refer to the Equality Act 2010 for a further explanation of all the protected characteristics).

The global message is clear:

“No child should be treated unfairly because of who they are, what language they speak, what their religion is, whether they are rich or poor, whether they are disabled or for any other reason.”

(UN Conventions on the Rights of the Child, Article 2)

Bullying can take many forms from prejudice-based bullying (as mentioned above) to verbal confrontations, physical incidents, online messaging or other types of exclusions.

Respect Me (2015) believes that:

“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.”

These behaviours can include spreading of rumours that are hurtful in nature, physical unsolicited violent conduct, name calling, teasing based on appearances and abusive messages/posting of images on social media (Respect for All, The National Approach to Anti-bullying).

Research from the past showed that at the Primary 5 stage, 40.7% respondents reported experiencing bullying within the past year. This percentage decreased to 35.7% in Primary 6 and 30.4% in Primary 7 (Scottish Government, Schools, Health and Wellbeing Census, 2021/22). Primary 5 pupils reported that 77.2% of the bullying incidents happened in school, with 31.5% reporting incidents of bullying online (on social media and gaming platforms). Given the rapid advancements in social media and digital technology, it is anticipated that online bullying may continue to increase in the coming years.

Research informed practice

Early intervention and prevention are key in minimising bullying behaviour at school and home. School and home partnerships are integral in the process of bringing positive change and in ensuring that our children understand the message of inclusion, equity and love which is at the forefront of our ethos.

Our joined commitment should celebrate our uniqueness, promote empathy for others and reflect on ways to challenge hidden prejudice.

This in turn will allow our children to feel fairly treated, celebrated and included in all the opportunities our school has to offer.

What is Online bullying? A Systematic Approach

Online bullying (also referred to as cyberbullying) is a type of bullying that takes place online through the use of messaging platforms, social media and interactive gaming sites. Online bullying is proving to be as upsetting as face-to-face bullying and the behaviours usually include hurtful comments, sharing of images and using inappropriate offensive language towards others. 'Trolling' sending threatening messages, voting for/against someone on online social media polls, creating fake accounts or stealing online identities are all ways of bullying online.

Online Bullying can have many different impacts and challenges (RespectMe):



Reporting Online Bullying

Online bullying, like other types of bullying must be reported straight away.

When bullying occurs in school it must be reported to a SfLW (Support for Learning Worker), Class Teacher (CT), Middle Leadership Team (MLT) or Senior Leadership Team (SLT) as soon as possible.

If bullying happens outside of school (online) it must be reported to a trusted adult in the first instance.

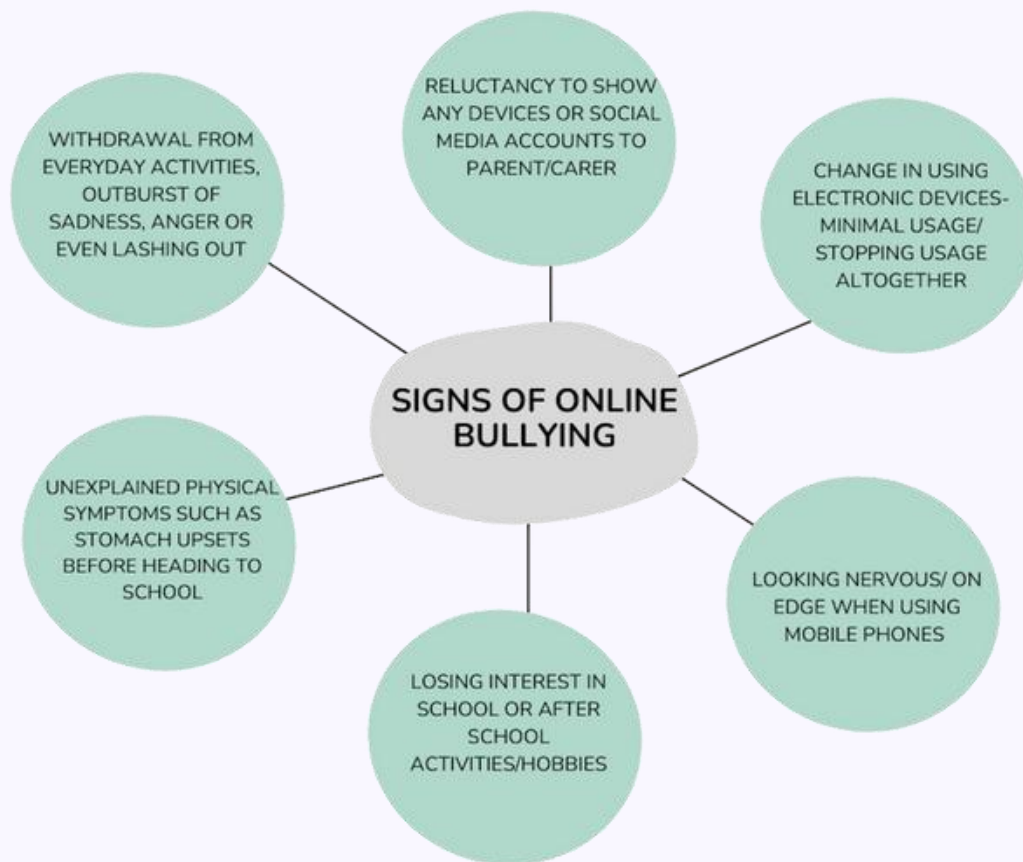
It is crucial to understand that anyone can make a complaint about bullying (online/offline) to the police, however, consultation with the school could be advised. Reporting online bullying to the police is crucial in tackling this type of harassment.

It is also very important to keep a record of all the data and time of calls, emails and texts, these should not be erased from your device. It is critical to protect and gather evidence such as screenshots to mitigate removal of content by the sender.

Scottish Government states that 'cyber-bullying can be a crime if it's regular and becomes harassment'. Police Scotland can be contacted by dialling 101 to report abuse on social networking sites such as illegal and threatening behaviour.

It is important to remember **if it's illegal offline, it's illegal online.**

Spotting Signs Early



Internet Safety and Cyberbullying Prevention: Important Websites

- **Parentline** (Scotland) or **Family Lives** (England) provide advice on cyberbullying and offers a helpline for emotional support, managing difficult changes and guidance on any aspect of parenting and family life.
- **Internet Matters** provides advice on spotting signs of cyberbullying, responding to cyberbullying and when to take immediate action.
- **Get Safe Online** raises awareness on popular apps used by children and young people (such as Snapchat, TikTok etc.) including the age limit for joining and disadvantages posed by using these sites.
- **Childline Scotland** provides children with informed support, speaking to someone that can help- this service is anonymous.
- **Respect Me, Scotland's Anti-bullying service** provides videos and training for parents to prepare them for dealing with bullying.

NDPS: Our Approach



Notre Dame Primary School:

An inclusive learning community built on gospel values, promoting respect for all and allowing individual talents to shine.

We fully support the integrity of every pupil under our care.
Our establishment promotes the development of the whole person following in accordance with the Charter for Catholic Schools in Scotland.

“Made in the Image of God”

Our staff understand the importance of our vocation, one based on the promotion and development of God’s given talents which allow our children and young people to recognise their uniqueness.

Our school aims to send the message of respect, aspiration, love, faith and stewardship to our children and young people. Particularly, the message of stewardship allows our children to recognise that our life and the life of others is a generous gift that must be cherished. We hope that this message will allow our pupils to understand the importance of showing kindness and love to their neighbours, promoting inter-cultural and inter-faith dialogue.

Multi-Disciplinary Approach

Our school prides itself on introducing many initiatives to support our children and young people. The staff understand the importance of working together and combine their specialist areas to allow our pupils to grow and flourish.

The committees in our school are Nurture, Charity, Pupil Council, Eco, Play, Reading Champions among many more. This vast array of initiatives allow our children to discover their talents and thus promote a wider scope of learning.

Our School Improvement Plan (SIP) outlines the goals to be achieved for the upcoming year. The staff are, therefore, divided into sub-groups to fully focus on their specific aims. This year our emphases is on Mental Health, Nurture, Curriculum Design and Play. Specifically, but not exclusively, our Mental Health working party is continuing to find new ways of tackling any perceived incidents of bullying.

The Nurture working party has a big part to play in promoting ways to encourage our young people to live by the Nurture Principles. The six Nurture Principles are: children’s learning is understood developmentally, school offers a safe base, importance of developing self-esteem, language is a vital means of communication, all behaviour is communication and transitions are significant in the lives of children. The Nurture principles are embedded in our daily practice and ethos, particularly our overarching goal is to create a safe and responsive learning environment.

Furthermore, our collegiate meetings give us the platform to share our numerous learning points and together we achieve our intentions.

NDPS also follows restorative practice which is a very important technique that allows all our staff to manage conflict in/out of class. Restorative practice approaches promote empathy and mutual understanding amongst children whilst equipping our staff to repair any conflicts.

Our Mental Health Ambassadors and Primary 7 helpers act as role models for our younger pupils which highlights their importance in the life of the school.

Promoting positive change and nurturing positive relationships comes from within, and we truly believe that it is the duty of all staff members to create a comforting and protective environment for our young people.

I would like to conclude with words that truly encompass our joined mission, words that show us how to bring on positive change:

“I alone cannot change the world, but I can cast a stone across the waters to create many ripples.”

-Mother Teresa

With the joined efforts of our staff, I believe, we can change these smaller ripples into long-lasting waves.



Promoting Pupil Voice

See it, Say it, Don't Delay It: Actionable Next Steps Identified by Our Pupils

We have formed a focus group to gather the thoughts and perspectives of our children and young people at Notre Dame Primary School. Their valuable insights have provided us with a deeper understanding, guiding us in identifying key next steps. Together, we have developed a clear and collaborative action plan moving forward.

Following our workshops, the focus group expressed the importance of establishing an anti-bullying committee, holding additional assemblies focused on bullying prevention, and creating a video or PowerPoint presentation to be shared with our younger Primary 1 pupils.

They also suggested creating additional posters throughout the school that visually represent bullying in a clear and accessible way for younger pupils.

One pupil concluded "If we make a video to show the P1s at the start of the year... as they can't really read yet...this will show that we do not allow bullying- they can learn this at the start of school".

Another stated "If we provide the scenarios (you showed us) we will be able to see if children really know what bullying is and how it shows in schools".

As a result of the intervention, we have work alongside the Nurture committee to follow our vision.

The focus group also believed that we should celebrate our differences and embrace the multi-diversity of our school. Together, we have spoken of all the important role models who have paved the way for us and appreciated their hard work.

We have spoken of race and how we should always stand up against racism.





Anti-Bullying Week and Odd Sock Day: A Great Success!

We have also participated in Anti-Bullying Week, where we have explored important issues surrounding both offline and online bullying. We take pride in ensuring that learners are regularly introduced to and engaged with these topics through assemblies and classroom discussions. We also welcome guest speakers, including the police, to engage older children in meaningful discussions on crucial topics like online safety.

To honour this initiative, we have embraced Odd Sock Day- a fun and meaningful concept that encourages everyone to wear mismatched socks as a symbol of individuality and acceptance. This simple yet powerful gesture serves as a reminder that our differences make us unique and should be celebrated.



Workshops: Parental Perspectives on Bullying Policy examination

Our Ambitions: Next Steps Identified

During discussions at the workshop parents suggested that creating resources with input from pupils, and having older pupils present them to younger ones, could help engage and encourage active listening. Parents also believed that assemblies surrounding bullying should continue as they recap important information. Parents noted that the term 'bullying' is often used by children, and in many cases, is applied incorrectly.

They believed that providing examples of behaviours and allowing children to assess whether these behaviours constitute bullying would be an effective approach.

This, they felt, would help challenge unsupported assumptions and foster a deeper understanding of how bullying manifests in face-to-face and online instances.

Parents suggested that an infographic outlining points of contact and key adults would be an effective tool for younger children. They also indicated that, as parents, they would find it helpful to have this process outlined further.

As a result of the workshops:

An infographic has been created to show relevant points of contact and the process of reporting bullying.

A child-friendly anti-bullying charter has been created presenting relevant information in a clear and visual format.

Children also participated in Anti-Bullying Week, focusing on developing positive friendships and understanding the importance of using their voices to stand up for themselves and others.

Restorative Conversations: Effective Questioning

Restorative conversations are essential for nurturing understanding and accountability in situations of conflict or harm. They provide a structured opportunity for all parties involved to share their perspectives and feelings in a respectful and supportive environment. These conversations focus on repairing relationships rather than assigning blame, encouraging empathy and personal responsibility. By addressing the impact of actions, restorative conversations work to prevent future incidents. They also empower individuals to find appropriate solutions and take ownership of their behaviour. Ultimately, restorative conversations contribute to building a positive and inclusive community where all members feel heard, valued, and respected.

Example Questions (responding to challenging behaviour):

What happened?
What were you thinking about at the time?
What have you thought about since?
Who has been affected by what you did?
In what way have they been affected?
What do you think needs to happen next?

Example Questions (responding to those harmed):

What happened?
What were your thoughts at the time?
What have your thoughts been since?
How has this affected you and others?
What has been the hardest thing for you?
What do you think needs to happen next?



All staff have been provided with these questions to display on their lanyards, ensuring a consistent and unified approach both in the playground and the classroom.

Nurture: Concluding Thoughts

The foundation of our school is built upon the nurturing principles, which we integrate into our daily practices. These principles are:

1. **Children's Learning is Understood Developmentally**
2. **The classroom offers a safe base**
3. **The importance of Nurture for developing wellbeing**
4. **Language is a vital means of communication**
5. **All behaviour is communication**
6. **The importance of transitions in children's lives**

Notre Dame Primary School

Anti-bullying & Equality Charter

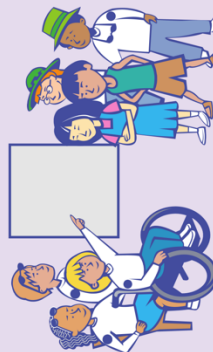
Stand Up, Speak Out & Let Your Kindness Shine

Notre Dame's Mission Statement

An inclusive learning community built on gospel values, promoting respect for all and allowing individual talents to shine.



“All humans are born free and equal in dignity and rights”
(Article 1, UDHR)



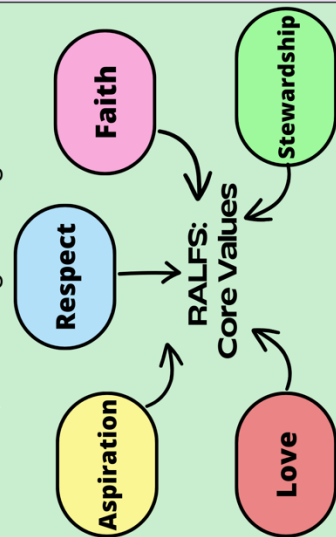
IMPORTANT MESSAGE

STOP:

START TELLING OTHER PEOPLE

Our School's Mascot: RALFS

At Notre Dame Primary School, we are committed to creating an inclusive environment where every voice is valued, and we grow together in:



Restorative Conversations

Restorative practice helps us solve conflicts and misunderstandings by talking about what happened and how we feel. It helps us take responsibility for our actions and promote empathy.

Bullying: Spotting Signs Early

See it, Say it, Don't Delay It!



Changes in Behaviour
Sleeping in Class
Failing Grades
Physical Signs
Pulling Away

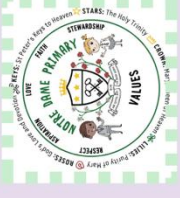
USEFUL WEBSITES:

PARENTLINE (SCOTLAND),
CHILDLINE SCOTLAND
INTERNET MATTERS,
GET SAFE ONLINE
RESPECTME

When reflecting on our approach to anti-bullying, it is evident that these principles help create an environment where our young learners feel safe and protected. This, in turn, enables them to thrive both academically and socially.

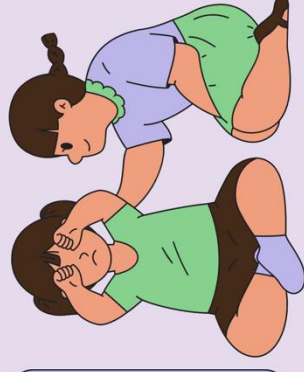
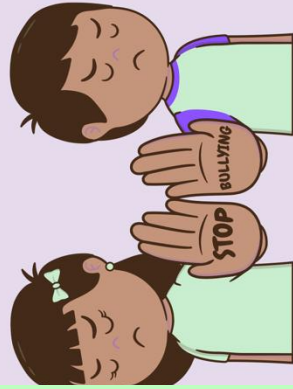
Appendix 1

Notre Dame Primary School: Anti-bullying Charter



NOTRE DAME PRIMARY SCHOOL

STANDING TOGETHER AGAINST BULLYING



What is bullying?

Bullying is a mixture of behaviours and impacts; what someone does and the impact that it has on you, which affects your ability to feel safe and in control of your life. (respectme)

Bullying can happen..

Face to Face:

Being called names/ teased

Being pushed, hit or kicked

Having belongings taken off you

Online (Cyberbullying):

Spreading rumours

Sending offensive messages

Personal photos being sent to others



Your support network

IMPORTANT!

Please read:

Anti-Bullying Policy

Positive Behaviour Policy

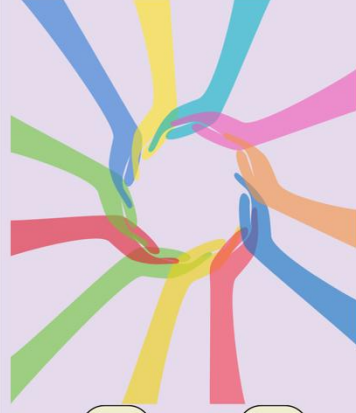
Nurture Policy

School Staff

Parent/Carer

Trusted Adult

Responsible Friend



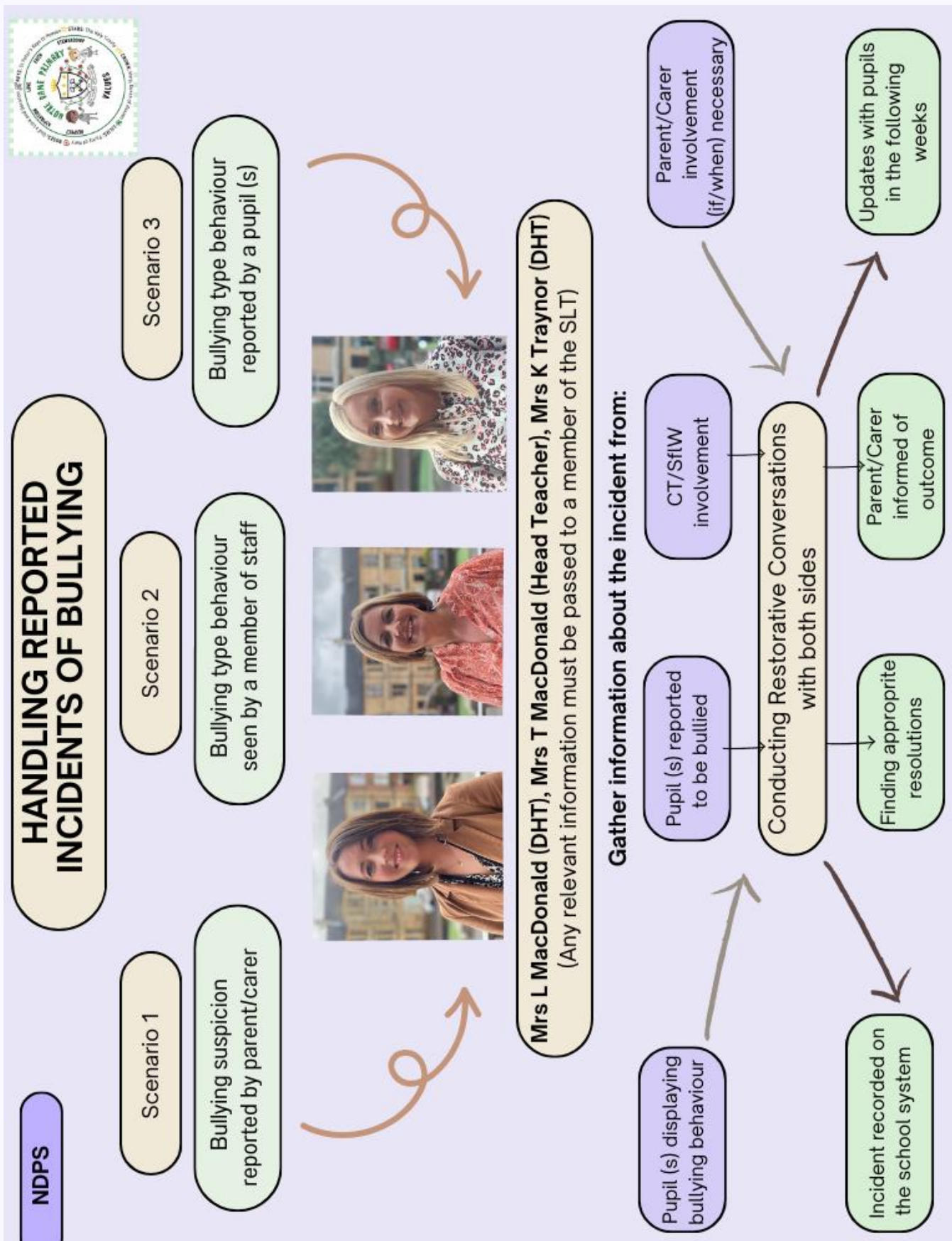
Member of the SLT



BULLYING IS NEVER ACCEPTABLE!

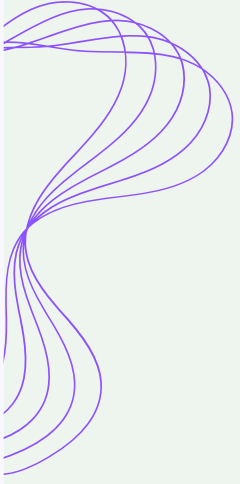
WE ARE ALWAYS HERE FOR YOU!

Appendix 2 Infographic: Handling Bullying Incidents



Appendix 3

School Procedures: Support in NDPS

 School Procedures	Check-ins	Check-ins could be used in the morning, break and after lunch- potentially incorporating Italian for numbers (1-5). It is advised that a Worry Box/Worry Monsters are also available.
	Check-ins (Upper School)	Some upper school classes use Microsoft forms as part of their morning check-in which works very well.
	Nurture Posters	It could be advised to make some reference to the Nurture Posters daily to promote further learning of the principles.
	RALFS	Daily reference to RALFS utilising coloured stickers.
	Calm Corners	Easily accessible calm corner with some self-regulating strategies. If available, use of a timer could also be beneficial-iPad timers could be used especially in the upper school. 'Time Out' Pass could be used to indicate to the teacher that a specific pupil is using the calm corner especially if it involves a tent/more hidden Den.
	Behaviour Charts	In some cases, behaviour charts could be used. Rewards could be as simple as stickers and after collecting a specific amount further small rewards could be given e.g. 10 minutes in the library accompanied by an adult.
	Restorative Conversations	Restorative conversations are used to process an incident, disagreement, wrongdoing or conflict in class and playground.
	Break-out Spaces	Break-out spaces could be used to allow learners to have some time away from the class either to self-regulate and/or continue work outside. Timers could also allow for a smoother transition back into class. For certain children who struggle with coming into class (transition points) these could be utilised when the Den is unavailable.
	Rest & Return	This could be used to allow some children to have a break before returning to class.
	The Den	The Den could equally be used as an additional break out space when needed, however, with certain schedules there could be no one available in the Den. Times when there won't be anyone in the Den: Monday (9:00-10:30), Monday (14:00-15:00), Tuesday (all day), Wednesday (14:00-15:00), Thursday (14:30-15:00)- on these days children could use the Den when accompanied by an adult. There will be signs visible before entering the Den, either stating where to locate the NT or stating that the Den is currently in use with a request of 'please do not disturb'. This could be due to a distressed child, confidential meeting or a Seasons for Growth session (tbc).
Whole School Approach NDPS	Hidden Den (Upper School)	This place could be used for older children when required.
	Red Card Reminder	In the eventuality that a child is missing from class and there is a worry for his/her safety. Please send a red card to the office, if there are no office staff available- please notify a member of SLT and NT if appropriate.
	Playroom	
	Place2Play	

Appendix 4

Extract of the Anti-bullying Questionnaire: Gathering Parental Perceptions

ANTI-BULLYING QUESTIONNAIRE

GATHERING PARENTAL PERSPECTIVES

WE WOULD GREATLY APPRECIATE IF YOU COULD TAKE A FEW MOMENTS TO ANSWER THE QUESTIONS BELOW.

YOUR ANSWERS WILL INFORM OUR NEXT STEPS AND REFLECTION.

General Perceptions

Question 1. How would you define bullying?

Question 2. What are your thoughts on the prevalence of bullying today compared to when you were growing up?

Appendix 5

Extract of Anti-Bullying Questionnaire: Gathering Pupil Perspectives

Anti-Bullying Reflection (Pupil Response)



Take some time to reflect on your perceptions of bullying and ways to best address bullying behaviours in our school.

What does the word "bullying" mean to you?

Can you describe a time when you or someone you know was bullied?

How did that situation make you feel or would make you feel?

Do you think there are different types of bullying? If yes, what are they?

Appendix 6

Practitioner Inquiry: Reflection

Investigating Pupil Perspectives and Perceptions on Bullying in Schools A Qualitative Research Study

What are children and young people's perceptions of bullying, and how does limited awareness impact their experiences and potential repercussions on peers?

Rationale/ Background

The Health and Wellbeing Census (2021-2023) has revealed concerning statistics regarding the prevalence of bullying within our educational institutions (P5-53).

- At the Primary 5 level, 40.7% of respondents reported experiencing bullying within the past year. This percentage decreased to 35.7% in Primary 6 and 30.4% in Primary 7.
- Alarming, 77.2% of Primary 5 pupils indicated experiencing bullying within their school environment, with 31.5% reporting incidents of online bullying (on social media or gaming platforms).
- The impacts of bullying, ranging from psychological distress to decreased academic performance, underscore the urgent need to address this issue comprehensively to safeguard the well-being and success of all pupils.

Aims of the intervention

- This study seeks to explore children's perspectives on various forms of bullying and their perceptions of how these behaviours manifest, providing valuable insights into the nuanced nature of bullying in educational settings.
- The research findings will serve as a foundation for enhancing policy frameworks, enabling evidence-based strategies to promote positive change and cultivate safer, more inclusive school environments for all students.

Further Research

This small-scale research incorporates children's perspectives as their insights not only enrich our understanding but directly impact the effectiveness of interventions.

Strindberg, Horton and Thornberg's (2020) findings highlight the widespread fear of being singled out, the complex bystander dilemma, nuanced power dynamics, and impactful social pressures within bullying situations, emphasising the critical need for tailored interventions.

In Guerin and Hennessy (2002) pupils highlighted various forms of bullying, such as name-calling, physical aggression, exclusion and spreading rumours.

My Class: Pre- Intervention

Firstly, I organised children into groups to explore the topic of bullying in our class. The objective was to gauge their understanding of bullying, with sub-questions exploring various forms bullying can take and how to report these.

During this initial session, it became apparent that there were knowledge gaps among the students. Many could only articulate a basic definition of bullying as 'being mean to someone', without a deeper recognition of the severity of bullying. Based on the findings, I decided to advance with the intervention to address knowledge gaps and how these can influence the Anti-bullying policy in the school.

In the upcoming weeks, I designed targeted lessons, encompassing specific examples, collaborative group work, individual practice sessions, thorough examination of the school policy, and reflection upon behaviours exhibited within our school community. Through these structured activities, students deepened their understanding of bullying and developed a more proactive stance.

The intervention nurtured a strong sense of motivation among the students, evident in their intrinsic engagement and genuine desire to effect positive change.

Summary of Main Findings

Post- Intervention Learner Conversation:

"I know bullying can take many different forms and I know to stand up for what's right"

"If it happened at home (...) I would tell my dad. If it happened at school, I would tell the CT, at break I would tell (SfW name) and if it was really bad I would find Mrs MacDonald"

"If we make a video to show the P1s at the start of the year...as they can't read yet...this will allow them to see that NDPS does not accept bullying- they can learn this at the start of (umm) school.."

"If we speak during assembly and give examples of bullying (like you did- referring to scenarios) maybe this will help others see what bullying actually is and how it can stop. It could test if they can spot it like our class."

- After the intervention, children demonstrated increased awareness, capable of recognising various forms of bullying.
- They recognised the adverse effects of bullying and were adept at identifying potential indicators that someone might be experiencing bullying.
- They planned methods to raise awareness of bullying within our school community, including the creation of posters, development of assembly PowerPoint, production of educational videos for younger students, and establishment of an anti-bullying club.
- They felt heard, and these dialogues contributed to an increased sense of empowerment in expressing their concerns or thoughts.
- They engaged in self-reflection, scrutinising both their own actions and those of their peers, to assess how certain behaviours could have made others feel.

Appendix 7
Example of Parental Discussions



Health and Wellbeing Census Scotland: 2021/22

Health and Wellbeing Census Scotland: 2021/22

What do you think when reflecting on these statistics?

Are they higher/lower than you expected?

Experience of bullying

For pupils in P5–S3, the prevalence of being bullied decreased as pupils got older. Of those who had been bullied in the last year, more than 80% said they were bullied at school.

The prevalence of being bullied at school was greater for pupils as they got older. While those in the least deprived areas were more likely to say they had been bullied at school, those in the most deprived areas were more likely to say they had been bullied elsewhere or online.

Table 21 Percentage of pupils saying that they had been bullied in the last year by pupil stage

P5	P6	P7	S1	S2	S3	Total
40.7	35.7	30.4	29.2	23.8	20.4	30.8

Table 22 Percentage of pupils saying that they had been bullied in the last year by pupil sex

Female	Male	Not known	Total
31.9	29.7	26.5	30.8

Table 23 Percentage of pupils saying that they had been bullied in the last year by deprivation

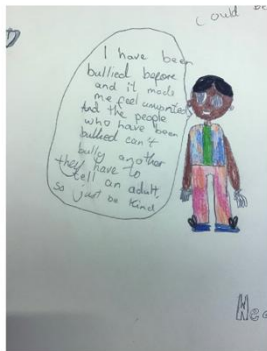
SIMD 1 (most deprived)	SIMD 2	SIMD 3	SIMD 4	SIMD 5 (least deprived)	Not known	Total %
34.0	32.9	31.6	29.3	26.1	26.5	30.8

Table 24 Of those pupils who were bullied in the last year, where were pupils bullied by pupil stage

	P5	P6	P7	S1	S2	S3	Total
At school	77.2	79.7	79.9	86.0	87.9	87.6	81.7
Somewhere else (including on the way to or from school)	36.5	36.6	36.9	32.9	31.8	34.1	35.3
Online / Social media / gaming platform		31.5	34.1	38.7	37.9	41.2	36.1

Promoting Pupil Voice

Important Reflections...



Poster Creation



Appendix 8

Charter for Catholic Schools in Scotland



Charter for Catholic Schools in Scotland



The mission of the Catholic school is to develop as a community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, will feature the following characteristics:



- a commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children;
- an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God;
- a commitment to the search for wisdom in life and to the pursuit of excellence, through the development of each person's unique God-given talents;
- a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes;
- the provision of religious education programmes which will enable young people to develop their understanding of Gospel values and of how to apply them to life;
- a commitment to uphold the moral teaching, faith tradition and sacramental life of the Catholic Church;
- a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all;
- a commitment to ecumenical action and the unity of Christians;
- the promotion of respect for different beliefs and cultures and for inter-faith dialogue;
- a commitment to support the continuing professional and spiritual development of staff.



All staff appointed to a Catholic school are expected to support and promote the aims, mission, values and ethos of the school, as illustrated in this Charter.

For more information, contact SCES. Tel: 0141 556 4727, email: mail@sces.uk.com or visit www.sces.uk.com