



Rationale

*All people are made in the image and likeness of God,  
and are deserving of dignity and respect*

As a Catholic school, we have the life and teaching of Jesus Christ as our foundation. Through the ethos of the school, we endeavour to enable our young people to know Jesus Christ as a person and a friend who guides them through life. We work towards helping each person in the school community to grow in fullness to develop, mature and fulfil their potential.

In Notre Dame, young people learn how to interact with everyone positively, to work and play co-operatively, to share new experiences and respect differences in everyone.

We aim to work with parents, carers and parish members to teach the Catholic Faith and the moral values of the gospels. We aim to nurture the children that they may grow into caring, confident, self-motivated adults.

Central to this, **Respect Begins With Us** is underpinned by our school vision and values:



## NOTRE DAME HIGH SCHOOL

### Belief

We aspire to live by the Gospel Values, each and every day.

We believe in ourselves and in each other.

We support and encourage each other to be the best versions of ourselves.

### Perseverance

We strive to develop our God-given talents to the best of our abilities.

We respond to challenges with determination and resilience.

We are confident in seeking support to help us achieve and progress.

### Respect

We are kind, caring and respectful of ourselves and others.

We value positive relationships and they are at the centre of all that we do.

We are an important part of our school and wider community and take pride in it.

In Notre Dame, children are taught that bullying is an unacceptable form of behaviour and will not be tolerated. As a Catholic school, we work to ensure that the whole school curriculum offers opportunities for children to learn how to interact with others, to share their experiences, respect differences in others and grow into caring, confident, self-motivated adults, treating all those they meet with dignity and in a fair and just manner.

Our Catholic school community knows that inclusion and equality leads to improved outcomes for all learners. Bullying behaviour impacts on a person's wellbeing and can affect their participation, attainment and inclusion.

We are committed to a holistic approach to anti bullying regardless of the type of bullying, including a commitment to addressing prejudice-based bullying.

*“Bullying is face-to-face and/or online behaviour which impacts on a person’s sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in. The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out”*

[Respect For All, 2024]

## Legal framework

1. Notre Dame High School recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law:
  1. Age
  2. Sex
  3. Race
  4. Marriage and Civil Partnerships
  5. Pregnancy and Maternity
  6. Gender reassignment
  7. Disability
  8. Sexual Orientation
  9. Religion or belief.

In addition, we include economic disadvantage within this policy, recognising that this has one of the most significant impacts for achieving equality for all our children and young people.

2. We welcome and actively engage with the statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.
3. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

## Guiding principles

4. In fulfilling the legal obligations cited above, we are guided by eight principles:  
[see appendix 1]

**Principle 1:** *All people are made in the image and likeness of God, and are deserving of dignity and respect*

**Principle 2:** *All learners are of equal value.*

**Principle 3:** *We recognise and respect difference.*

**Principle 4:** *We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.*

**Principle 5:** *We aim to reduce and remove inequalities and barriers that already exist*

**Principle 6:** *We aim to consult and involve widely*

**Principle 7:** *Society as a whole should benefit from our school policies*

**Principle 8:** *We base our practices on sound evidence*

## The curriculum

5. All teaching and learning within a Catholic school is rooted in the teaching of the Church. As part of our work to promote equality, we aim to ensure that within our educational provision children are offered opportunities to develop their understanding of faith in practice and to:
- understand and celebrate diversity in all its forms;
  - learn about equality and inclusion in a variety of curriculum areas;
  - develop an understanding of global citizenship;
  - understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;
  - develop an understanding of their rights, the rights of others, and their responsibilities to each other;
  - develop an understanding and appreciation of other religious beliefs and cultures;
  - recognise and challenge prejudice and discriminatory attitudes and behaviour;
  - develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.

## Ethos and organisation

6. We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support

- behaviour, discipline and exclusions

### What do we mean by bullying?

7. 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 phones/tablets.
  - Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online).
  - Being targeted because of who you are or who you are perceived to be (face to face and/or online).
  - Increasing the reach and impact of bullying or prejudice through the recruitment and/or involvement of a wider group

### Understanding the difference



#### ● CONFLICT

Usually at least one person doesn't want the conflict to go on unresolved, and will try to take action to improve the situation. It can highlight the importance of the relationship, providing a chance to build on strengths, solve problems, and move forward positively.

Healthy relationship conflict is not the same as bullying and is unlikely to lead to bullying as the people involved have a mutual interest in restoring equilibrium and maintaining connection.

#### ● BULLYING

Bullying occurs within social relationships and typically involves an imbalance of power that allows a relationship of dominance and subordination to emerge. Bullying can be intentional or unintentional, occurring once or repeatedly.

Resolution usually requires adult support, meaningful intervention and a change of behaviour in the instigating person. There can sometimes be an escalation from bullying to violence.

#### ● CRIMINAL

While bullying is not in itself a crime, some behaviour that may be reported or perceived as bullying could constitute a criminal offence, such as physical or sexual violence, online behaviours or hate crime.

It is not for staff to determine if behaviour is criminal; they should seek immediate support from Police Scotland if they have reason to believe that a crime may have occurred or that a child or young person has been seriously harmed.

### Addressing prejudice and prejudice-related bullying

8. The school is opposed to all forms of prejudice, discrimination and intolerance, which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia.

9. We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

## Respect begins with us: Roles and responsibilities

10. The **Local Authority** is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

11. The director of education or nominated Education Officer of the **Local Authority** has a watching brief regarding the implementation of this policy.

12. The **headteacher** is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

13. Respect begins with us. **YOUNG PEOPLE** are expected to:

- treat everyone with respect
- be aware of anti-bullying policies and practices in our school
- share concerns with peers/trusted adults
- work collaboratively to help ensure bullying behaviour cannot thrive
- give adults feedback on how to keep them safe
- **if** safe and appropriate, challenge bullying behaviour using strategies eg MVP

14. Respect begins with us. **PUPIL SUPPORT AND THE SENIOR LEADERSHIP TEAM** are expected to:

- model positive relationships
- implement our 'Respect begins with us' policy
- through high quality teaching and learning, create a positive learning environment
- Ensure that PSE course includes lessons on relationships and impact of digital footprint
- prevent and respond to bullying behaviour
- promote positive relationships and behaviour
- Ensure that parents/carers and child's views are heard and that they feel included in creation of action plan
- investigate the bullying behaviour and deal appropriately with the young person displaying the behaviour. In the first instance, this is likely to be a restorative approach. *[see appendix 2]*
- listen to a young person reporting bullying behaviour providing reassurance that bullying is never acceptable, they have a right to feel safe and speaking up is always the right thing to do
- be mindful to avoid labelling someone a bully, instead be specific to what bullying behaviours are
- use their professional judgement in deciding upon appropriate action based on the bullying behaviour. All allegations of prejudiced based bullying should be reported to the head teacher.
- Record the incident on SEEMIS Bullying and Equalities application This is a secure recording system and follows data protection principles.
- monitor the progress of minority group children, including those on free school meals and from less economically affluent families
- allocate resources fairly and equitably, including recognising that some children may require more than others for an equal and fair chance to enjoy and achieve
- ensure that equalities staff CLPL is delivered as appropriate
- Continue to monitor and follow up on any incidents previously dealt with

15. Respect begins with us. **TEACHERS** are expected to:

- model positive relationships
- implement our 'Respect begins with us' policy
- through high quality teaching and learning, create a positive learning environment
- prevent and respond to bullying behaviour
- be mindful to avoid labelling someone a bully, instead be specific to what bullying behaviours are
- promote positive relationships and behaviour
- deal with any incident of bullying behaviour or report any concerns to pupil support
- listen to a young person reporting bullying behaviour providing reassurance that bullying is never acceptable, they have a right to feel safe and speaking up is always the right thing to do
- use their professional judgement in deciding upon appropriate action based on the bullying behaviour. All incidents involving protected characteristics should be reported to the head teacher

- keep up to date with equalities legislation relevant to their work

16. **Respect begins with us.** ALL STAFF are expected to:

- model positive relationships
- implement our 'Respect begins with us' policy
- promote an inclusive and collaborative ethos in the school
- deal with any prejudice-related incidents that may occur
- be mindful to avoid labelling someone a bully, instead be specific to what bullying behaviours are
- keep up to date with equalities legislation relevant to their work

17. **Respect begins with us.** PARENTS AND CARERS are expected to:

- Work collaboratively to help ensure bullying cannot thrive
- Share concerns about your child as early as possible with the Pupil Support Teacher or Year Head
- Engage through school Parent Council or other appropriate forums to contribute to and learn about anti-bullying practice via available platforms
- Promote positive respectful relationships
  - Understand when a situation is bullying or not as falling out with friends is not uncommon
  - Look for any changes in your child's wellbeing (sleep patterns, online behaviour, general mood etc)
  - Be aware of anti-bullying policies and practice in any school/clubs/groups attended by your child
  - Monitor their child's digital footprint
  - Be aware that some instances must be reported to the police
  - If there is a problem, liaise with us and the staff dealing with the situation to work in partnership to create a plan for support

### Information and resources

18 We ensure that the content of this policy is known to all staff members and, as appropriate, to all pupils and their parents and carers.

19. All staff members have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

### Staff development and training

20. We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

### Action if there is an allegation of bullying

21. Any reports of unkindness and bullying are taken very seriously and dealt with sensitively. Parents/carers of all parties are informed at each stage of the investigation and attempts will be made to inform them in advance of a restorative conversation taking place, if appropriate. Situations can be complex and it is important that each young persons' views are heard, respected and challenged if necessary. Where both parties accounts of a situation do not align, a thorough investigation should take place, involving reliable witnesses until clarity is reached.

The incident is recorded and monitored on SEEMiS Bullying and Equalities portal by Guidance staff or SLT. In most cases, giving young people the opportunity to discuss the impact of their unkindness as well as setting clear boundaries regarding their behaviour moving forward, is sufficient to address the incident.

Following intervention by staff, it is important that behaviour is closely monitored. The support of all staff is sought via a memo to ensure that any incident is addressed immediately and passed on to the relevant year head.

Where the above action does not ensure that the matter is resolved to a satisfactory conclusion or a young person is found to be continually infringing the policy, it may be appropriate for the person displaying the behaviours to be included in 1:1 learning to enable a bespoke plan of support to be created and if required, a risk assessment to take place. This plan will be created with their parents and carers and other agencies such as Barnardos, CLD or the police as appropriate.

At times, particularly where bullying behaviour occurs online or outwith school, it is not possible or appropriate for school staff to investigate. In these situations, all parties are supported to engage in restorative work to address the situation. If a satisfactory conclusion is not reached, families may decide to contact the police.

### Monitoring and review

22. We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate.

23. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to free school meals, disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

24. The head teacher, in collaboration with the local authority will endeavour to ensure that all relevant policies reflect the school's commitment to the principles of equality and that this commitment is reflected clearly in all its work.

25. All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

26. As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

27. Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

28. The policy will be reviewed every three years as routine, more often should legislation or circumstances require it.

Headteacher: SIGNATURE

Chair of parent council: SIGNATURE

Head Boy and Girl: SIGNATURES

## APPENDIX 1

**Principle 1 – Overarching principle that guides and forms the other 8**

***All people are made in the image and likeness of God,  
and are deserving of dignity and respect***

**Principle 2: All learners are of equal value.**

*We see all learners and potential learners, and their parents and carers, as of equal value.*

*We therefore act to ensure that each and every member of the school community:*

- *experiences equality of opportunity*
- *feels a full and respected member of the school community*
- *has high expectations of themselves, their peers, staff, and others with regard to fair treatment*

**Principle 3: We recognise and respect difference.**

*Within our school community we know that treating all people equally does not necessarily mean treating them all the same.*

*Our policies, procedures and activities must not discriminate but must nevertheless take account of differences and the kinds of barrier, and disadvantage which people may face.*

**Principle 4: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.**

*We intend that our policies, procedures and activities should promote:*

- *positive attitudes towards all people*
- *positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents*
- *mutual respect and good relations creating a culture free from prejudice, discrimination and harassment.*

**Principle 5: We aim to reduce and remove inequalities and barriers that already exist**

*In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by challenging, reducing and removing inequalities and barriers that may already exist.*

**Principle 6: We aim to consult and involve widely**

*We endeavour to engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.*

**Principle 7: Society as a whole should benefit**

*We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of our whole school community.*

**Principle 8: We base our practices on sound evidence**

*We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.*

**APPENDIX 2:**

Within Notre Dame, we use a 'Report, Investigate, Possible Action' approach to reporting a bullying incident.

The young person who has experienced bullying behaviour will receive appropriate support and protection. For example: -

- The opportunity to speak to an adult within the school
- Member of staff reassuring the young person
- Being gently encouraged to talk about what has happened
- Discussion about next steps

A number of people in our school play a key role in helping you to stay safe

**Classroom Teachers**


- Reassure the pupil. In many cases the member of staff may be able to deal effectively with the incident on the spot
- Pass the information on to Pupil Support via SEEMiS referral (and face to face if urgent)

**Pupil Support (information from pupil, staff or parent)**

- Obtain details of the bullying behaviour being displayed
- Discuss with the young person experiencing the bullying behaviour options on how to proceed and ensure they are fully involved in the decision being made to ensure they feel safe

- Obtain further details from other young people who may have seen/heard the bullying behaviour
- Speak to the person displaying the bullying behaviour
- On the basis of the above establish what has occurred
- Communicate with the parent of the young person experiencing the bullying behaviour
- Deal appropriately with the young person displaying bullying behaviour. In the first instance, in accordance with Local Authority guidelines, this is likely to be a restorative approach.
- Communicate with parent/carer of the young person displaying the bullying behaviour as appropriate
- Offer appropriate wellbeing support to the young person experiencing the bullying behaviour
- Offer appropriate guidance/counselling to the young person displaying the bullying behaviour to bring about a change in behaviour
- Where disciplinary action is deemed appropriate, discuss with Year Head
- Record the incident within the Bullying and Equalities application on SEEMiS Click and Go
- Continue to follow up with regular check-ins with all parties involved, and respond appropriately, including recording the followup interactions on SEEMiS.

#### Year Head

- Discuss the matter with Pupil Support
- Decide on action to be taken
- Ensure the appropriate procedures, as described above, are followed
- Where it is deemed appropriate, take disciplinary actions
- Record the incident within the Bullying and Equalities application on Seemis Click and Go 
- Communicate with all parties involved

When a young person has displayed bullying behaviour, a member of the establishment's management team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved when their active support is needed to implement a resolution of the bullying incident.

Examples of good practice include:

- time should be taken to understand the reasons for the bullying behaviour
- the individual or group should not be labelled as 'bullies', name the behaviour
- staff should be prepared for a strong reaction from parents and carers, children and young people
- staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour
- addressing what is happening behind the behaviour, even when the bullying has stopped

Pupil wellbeing is at the centre of our response and we aim to create an opportunity where the pupils can learn and change their behaviour.



### **APPENDIX 3:**

#### **Strategies to prevent bullying behaviour**

##### **Ethos**

- Promote an environment where everyone feel safe and equally valued
- Adults model behaviour that is respectful, nurturing and caring
- Support young people to understand what bullying behaviour is and the impact this can have on others
- Give clear and consistent messages that bullying behaviour will not be tolerated in Notre Dame High School
- Clear communication channels to report bullying behaviour e.g pupils, parents and staff
- Young people are well known by staff who can recognise changes in behaviour and offer support
- High quality learning and teaching which supports wellbeing in the classroom
- Provide opportunities and recognise pupil achievement to encourage a sense of belonging to our community
- Pupils are aware of this policy and what their school is doing to keep them safe

##### **Curriculum and enrichment activities**

- Anti-Bullying lessons in Personal, Social and Health Education (PSE)
- Mentors in Violence Prevention (MVP) Programme
- Anti-Bullying Ambassadors Programme (Staff and Pupil)
- Use of communication channels to allow early confidential expressing of concerns to staff
- A structured staff training programme
- Annual Anti Bullying Week activities

- Regularly review this policy and its effectiveness
- Signposting **Respect Begins With Us** messages throughout our school via a Charter