Braidhurst High School

Positive Relationships Policy

VISION, VALUES AND AIMS

Our Vision

In Braidhurst we work together to build positive futures for all. We aim to work alongside pupils, parents/carers and partners to support each young person to aim highly and achieve their full potential.

"Supporting Aspirations, Achieving Excellence."

Our Values

A school which is based on **integrity**, **empathy** and **respect**; where we have the **trust** and **courage** to try and inspire each other.

- Integrity
- Empathy
- Respect
- Trust
- Courage

Our Aims

Working together, we encourage all pupils to become:

Successful Learners – *who take responsibility for their own learning and self-development*
Confident Individuals *– who have a high self-esteem and value their own worth*
Responsible Citizens *– who show respect and care for each other and their community*
Effective Contributors – *who make a positive contribution to society*

curriculum for excellence

WHAT IS BULLYING

RespectMe 2023

"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.
Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these."

Anti-bullying Alliance

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online."

Bullying 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 phone
- 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)
- Prejudiced-based bullying 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

Children's Rights

Bullying is a breach of children's rights and it is vital that pupils, parents and staff are aware of this. **Braidhurst High School is a Rights Respecting School** Bronze Award accredited establishment and we aim to ensure the Positive Relationships Policy and Procedures are followed consistently to protect children's rights with regards to bullying.

United Nations Convention on the Rights of the Child (UNRC)

There are 54 articles in the Convention, setting standards in healthcare, education, and legal, civil and social services, which cover four broad areas. These areas are:

- Survival rights
- Development rights
- Protection rights
- Participation rights

A right is a basic need, rather than an entitlement or expectation. Children need to be protected from bullying behaviour so that they can survive, develop and participate in a fulfilling life. Bullying is a breach of Children's Rights.

UNCRC explains how the impacts of bullying behaviour must be addressed in a way that meets the needs of those young people affected and involved. Adults share a responsibility to address any behaviour that can harm the development of children. More information about the UNCRC can be accessed at: https://www.unicef.org.uk/

The Equality Act 2010

This legislation states that it is unlawful to discriminate against people with a 'protected characteristic', such as:

- Age*
- Disability
- Gender reassignment
- Marriage and civil partnerships*
- Pregnancy and childbirth
- Race
- Religion and belief
- Sex
- Sexual orientation

(*Please note "age" and "marriage and civil partnerships" do not apply to learners in schools, but do apply for all adults in the school)

Prejudice-Based Bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia, (Respect Me, 2015). Bullying involving issues such as; body image, young carers, care experienced children or socio-economic groups is also associated with prejudice-based bullying. Prejudice based bullying will not be tolerated in any form by any pupil attending Braidhurst High School.

Sexual Orientation, Homophobic, Biphobic and Transphobic Bullying: Sexual orientation is a protected characteristic within the Equality Act 2010. Bullying based on sexual orientation is largely motivated by prejudice towards lesbian, gay or bisexual people. Homophobic bullying is when a young person's actual or perceived sexual orientation is used to exclude, threaten, hurt, or humiliate them. Any young person can be homophobically bullied, whether they are LGBT or not. Sometimes young people can be homophobically bullied because others think that they are LGBT, because they have LGBT family or friends or often because they are seen as different or not conforming to traditional gender stereotypes. Transgender children and young people can therefore also experience homophobic bullying. Homophobic language and jokes around the school can create a climate of homophobia; for example, the use of the word 'gay' to mean sub-standard or uncool. This type of language should therefore be addressed.

Gender Identity and Transphobic Bullying: The term 'gender reassignment' is a protected characteristic within the Equality Act 2010 and refers to those who propose to go through, are going through, or have gone through a process of gender re-assignment. The term 'transgender' is an umbrella term for those whose gender identity or expression differs in some way from the sex that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, neither or aspects of both. Gender reassignment is a protected characteristic. Transgender people face significant societal prejudice largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender children and young people can be particularly vulnerable to bullying. This can manifest in many ways including transphobic name calling or deliberately mis-gendering them. An individual may also experience transphobic bullying if someone is perceived to be transgender or someone they are associate with, is transgender, i.e a parent, relative or other significant figure.

Cyber/Online Bullying: The popularity of mobile, internet and wireless technologies have provided increasing opportunities for 'cyberbullying'. In partnership with parents/carers, it is the school's responsibility to ensure that pupils have a good knowledge of how to use their mobiles and the internet appropriately and safely. Bullying online is just as serious as bullying face-to-face and should be treated equally. Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is repeated behaviour, aimed at scaring, angering or shaming those who are targeted. Examples include:
• 	spreading lies about or posting embarrassing photos of someone on social media
• 	sending hurtful messages or threats via messaging platforms
• 	impersonating someone and sending mean messages to others on their behalf.
(**UNICEF definition 2023**)

For more information on the protected characteristics in the Equality Act 2010 as well as other characteristics which may lead to bullying that are not covered by the Equality Act 2010 click the following link: https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/pages/5/

OUR POSITIVE RELATIONSHIPS POLICY

North Lanarkshire Council is committed to providing a safe, supportive environment for all people in its educational establishments. Here at Braidhurst High School, our values are trust, respect, empathy, integrity and courage. We understand that bullying is never acceptable, and that children and young people have the right to learn in a safe, secure environment.

This Positive Relationship Policy has been developed to highlight both our zero-tolerance approach to bullying and understanding of the need to educate young people displaying such behaviours at Braidhurst High School. Our aim is to maintain a respectful, equitable and inclusive culture and ethos. This policy will promote consistency in prevention, reporting and actioning bullying incidents.

All pupils within the school completed a survey in relation to their health & wellbeing (linked to SHANARRI) and a focus group of young people from all ages in the school has been created. Their views and experiences were collated to aid the development of this policy.

At Braidhurst High School we expect all pupils to work towards achieving their own potential and all staff endeavour to provide the highest quality of learning and teaching to enhance the opportunities for our young people. This document will help to create an environment where pupils are:

- **S**afe - protected from abuse, neglect or harm
- **H**ealthy - experiencing the highest standards of physical and mental health, and supported to make healthy safe choices
- **A**chieving - receiving support and guidance in their learning – boosting their skills, confidence and self-esteem
- **N**urtured - having a nurturing and stimulating place to live and grow
- **A**ctive - offered opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future
- **R**espected - to be given a voice and involved in the decisions that affect their well-being
- **R**esponsible - taking an active role within their schools and communities
- **I**ncluded - receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn

Other Documentation and Guidelines

This policy was written in accordance with:

- The North Lanarkshire Council 'Anti Bullying & Prevention Plan'.
- Respect Me Anti-bullying Guidelines – Scotland's Anti-bullying Service
- The National "Respect for All" approach to Anti-bullying for Scotland's Children and Young People
- United Nations Convention for the Rights of the Child
- Getting it Right for Every Child (GIRFEC)
- The Equality Act 2010
- Children and Young People Scotland Act 2014
- Curriculum for Excellence
- Education Scotland Act 2016
- Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB) 2020
- The Braidhurst High School Visions, Values and Aims

POSITIVE RELATIONSHIPS INITIATIVES

Use of Postal Boxes

Our post boxes will now be promoted as a method that would allow pupils to anonymously, if they wish, inform the Pupil Support Department of any bullying issues they have witnessed or have been victim of but do not feel comfortable discussing.

QR Codes

QR codes are placed around the school and these allow all pupils to scan and send an email to their PT Pupil Support. Pupils will be encouraged to use these to report instances of bullying that they have witnessed or have been victim of.

Bullying Reporting System

All staff dealing with a bullying incident within Braidhurst High School should follow the procedures highlighted in the next section of this policy.

Positive Relationships Pupil Group

Our Positive Relationship Focus Group members will be involved in sharing the information and playing a part in creating resources for this in PSHE classes, assemblies and around the school noticeboards.

Educational Resources

As part of our multi-faceted approach to ensuring positive relationships within the school, resources will be created to help those people be educated on how to improve their own behaviours and impact that behaviours have on other young people. These resources will work alongside our 'restorative approach' to building positive relationships.

RESPONSIBILITIES AND EXPECTATIONS OF ALL

All Pupils, Parents/Carers, Staff, Partners and Community have a duty to help prevent bullying.

All Staff
- are aware of the reporting and recording system in place within the school in responding to incidents of bullying behaviour
- promote an ethos and culture of praise and positive behaviour
- model positive relationships and positive behaviour
- encourage pupils to develop the necessary skills such as self-awareness and self-esteem, and develop coping strategies, assertiveness and resilience

Pupil Support
- ensure that pupils develop the necessary skills, such as self-awareness, self-esteem, avoidance and coping strategies, assertiveness and resilience, through the Curriculum for Excellence four capacities
- ensure that pupils are aware of their rights and responsibilities
- encourage pupils to participate in restorative practices to reach positive resolutions and promote positive behaviour and relationships

Senior Leadership Team
- create a safe, welcoming environment by being accessible and approachable
- create and maintain a climate of positive behaviour, inclusion, equality, shared responsibility and a sense of community in line with Promoting Positive Relationships and Understanding Distressed Behaviours
- ensure that pupils understand their responsibilities towards others in the creation of such an ethos and culture

Parents/Carers
- are advised to refer to Respectme's Bullying: A Guide for parents and carers
  https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/
- adhere to this Positive Relationships Policy
- reinforce and model positive relationships and positive behaviour
- monitor your child's use of electronic devices, mobile technologies and social media, including setting parental controls and ensuring private settings are in place where appropriate

Pupils
- adhere to this Positive Relationships Policy
- be active in the design and promotion of anti-bullying procedures
- continue to develop self-awareness, resilience and know where to seek help
- contribute to creating a positive, friendly, welcoming ethos and develop strong relationships with peers
- celebrate differences rather than targeting those who are different
- use social media in a safe and responsible way with appropriate privacy settings

ACTIONING A BULLYING INCIDENT

All Pupils, Parents/Carers, Staff, Partners and Community have a duty to act when a bullying allegation is made.

All Staff
- follow the Positive Relationships Policy and procedures consistently across the school to monitor, record and evaluate bullying incidents
- promote and communicate clear procedures for dealing with incidents of bullying behaviour
- listen, learn, involve and resolve any bullying incidents
- reassure those who report bullying incidents of anonymity, safety and that it will be investigated
- reassure the pupils that you are listening and taking account of their views
- support the person(s) experiencing bullying behaviour and person(s) displaying bullying behaviour as the aim is to change behaviours positively

Pupil Support
- investigate all allegations of bullying incidents thoroughly by communicating with all pupils/witnesses involved
- use restorative practices to reach positive resolutions and promote positive behaviour and relationships
- provide support to pupils affected by bullying behaviour incidents as well as pupils who are displaying bullying behaviours
- liaise with parents/carers where appropriate regarding bullying incidents
- monitor the recording of incidents
- report racial incidents and incidents involving those with protected characteristics and record this using the Incident Log

Senior Leadership Team (SLT)
- take appropriate action in cases of bullying incidents
- liaise with parents/carers and the local authority where appropriate regarding bullying incidents
- maintaining appropriate records in SEEMiS
- recording and reporting on cases of bullying incidents in line with NLC policies
- undertaking ongoing reflection and evaluation of school procedures to address bullying behaviour

Parents/Carers
- in the first instance, report any abuse to website providers, delete nasty or offensive messages and make sure your child unfriends or blocks abusers
- report any bullying incidents to the school and including if your child's behaviour if it affects others negatively
- be aware that there may be incidents which they may have to report to the police
- liaise with staff carrying out procedures for dealing with incidents of bullying, working in partnership to create a plan of support and appropriate strategies
- provide support to pupils affected by bullying behaviour incidents as well as pupils who are displaying bullying behaviours

Pupils
- report online abuse to an adult and/or the website providers, unfriend or block abusers if necessary
- "*see it, report it*": report any incidents of concern to your pupil support teacher

FURTHER GUIDANCE/READING

For Staff

- Respectme.org.uk
- Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People
- Respect for All: Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools
- Education Scotland
- The North Lanarkshire Council 'Anti Bullying & Prevention Plan'
- Promoting Positive Relationships and Behaviour (Education Scotland)
- Bullying.co.uk
- Childline.org.uk
- NSPCC.org.uk
- antibullyingalliance.org.uk
- Lifelines Lanarkshire (SLC)

For Pupils/Parents

- Respectme.org.uk
- Childline.org.uk
- NSPCC.org.uk
- youngminds.org.uk
- childrenfirst.org.uk
- scottishfamilies.gov.uk/
- education.gov.scot/parentzone
- kidshealth.org.uk
- Child Exploitation and Online Protection Centre - Thinkuknow.co.uk
- Childnet International- childnet.com
- Nipinthebud.org

ACTIONING A BULLYING INCIDENT

When an incident of bullying is reported the following procedures should be followed.

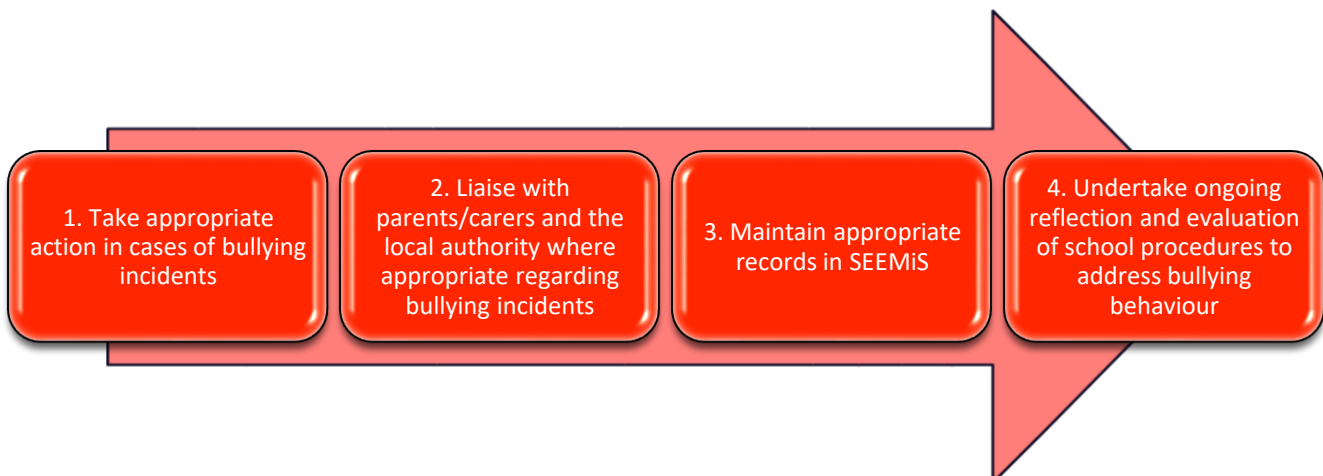## A Member of Staff will:

1. Reassure the reporter that the incident will be investigated

2. Report the incident to the relevant Pupil Support Teacher

A Pupil Support Teacher will:

1. Investigate all allegations of bullying incidents thoroughly by communicating with all pupils/witnesses involved

2. Use restorative practices to reach positive resolutions and promote positive behaviour and relationships

3. Provide support to pupils affected by bullying behaviour incidents as well as pupils who are displaying bullying behaviours

4. Liaise with parents/carers where appropriate regarding bullying incidents

5. Fill in the Bullying Incident Report Form/Record in SEEMIS

6. Monitor incidents of bullying behaviour

SLT will:

1. Take appropriate action in cases of bullying incidents

2. Liaise with parents/carers and the local authority where appropriate regarding bullying incidents

3. Maintain appropriate records in SEEMiS

4. Undertake ongoing reflection and evaluation of school procedures to address bullying behaviour

EVALUATION

This policy will be continually evaluated on a yearly basis to ensure it is effective and reassure all stakeholders of the zero-tolerance approach to bullying within Braidhurst High School.

Thank you to our Positive Behaviour Focus Group (Katie Wright, Eve Kelly, Nibras Hussain, Ross Colquhoun, Layton Beattie, Shannon Crawford, Alex Crawford, Poppy Williamson, Nathan Cowan & Jack McShane) and our Pride Alliance for their invaluable contribution to this policy. A special thank you to the parents/carers and staff who had their views sought and acted upon throughout the process