



Calderhead High School

Anti-Bullying Policy

Improving Outcomes for Learners

Aims:

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. As a School working towards accreditation as a right respecting school bullying is in breach of the UNCRC and therefore bullying will not be tolerated. Bullying behaviour potentially infringes on UNCRC Article 12, 28 and 31. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

The aims of this document are to ensure a consistent approach in how bullying behaviour is dealt with. The document will provide the anti-bullying strategy based on '[Respect for All: national approach to antibullying](#)', [2017](#). This will also provide advice to pupils, parents/ carers and staff, of what actions to take when bullying does occur.

Our Commitment:

Calderhead High school is committed to ensure that children and young people feel safe and secure and can build up strong and positive relationships with peers and with adults. Calderhead CARES for our pupils and strive to develop a positive ethos within the school. We are committed to developing children and young people's emotional, physical, and mental wellbeing as well as supporting their academic achievements. Bullying behaviour will not be tolerated and it is our aim to ensure that.

- Every child and young person can learn in an environment free from bullying.
- Every child and young person will develop respectful, responsible, and confident relationships with other children, young people, and adults.
- Children, young people, and their parent(s), will have the skills and resilience to prevent and/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.

What is bullying?

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as 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. This behaviour happens face to face and online.

(Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017)

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

- Being called names, teased, put down or threatened face to face/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).

The reason bullying occurs may be clearly identified such as sexual orientation, jealousy, appearance, SEN or disability, race, religion, home circumstances, including young carers and poverty or, it may be for no clearly defined reason. [The Equality Act \(2010\)](#) prohibits discrimination (whether direct or indirect) against people who possess one of the protected characteristics, listed above. It also prohibits the harassment and victimisation of such people.

Online bullying /Cyberbullying is a form of indirect or social bullying that uses technological communications (text or images) to humiliate, harass, embarrass, tease, intimidate, threaten, or slander an individual or group of people. Cyber bullies use instant messages, text messages, email, chat rooms, mobile phones, social networking or blogs and interactive games. Cyber bullying is the act of being cruel to others by sending or posting harmful material or compromising photographs online or through a mobile phone. Cyber bullying should be taken seriously, and all instances should be reported to the social media platform and in some recorded with Police Scotland.

When is it not bullying?

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people can bounce back from this type of behaviour. All young people are supported at Calderhead high school by a Principal Teacher of Pupil Support, they will help with early interventions. The schools PSHE programme aims to build resilience of the children and young people in our community.

Reporting Bullying:

Bullying will often occur when staff are not present. Pupils should be encouraged to talk about fears and worries with all staff. It is vital that all staff encourage pupils to feel secure by being approachable and supportive. All pupils should be encouraged to report bullying where it is observed.

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow:

- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust

Responding to bullying behaviour:

Our approach to challenge bullying behaviour is rooted in our school values of Community and Respect. We believe we all have a choice on how we behave and act towards others. To create a respectful environment where each young person can thrive, our pupil leadership teams promote an inclusive ethos, which encourages respect for others, builds positive relationships, supports young people to develop resilience and encourages them to always act in a kind way towards others.

It is important that young people feel valued, listened to and supported. We will challenge prejudiced behaviour, provide clear expectations, and offer a variety of ways in which to respond to bullying behaviour such as our QR code reporting system.

As a school we are committed to responding quickly and dealing effectively with any suspected bullying behaviour.

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

- The opportunity to speak to an adult or pupil leader 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 pupils to stay safe.

Your role	What is expected of you
Pupils	• Treat people with respect and Choose Kindness • Do not engage in bullying behaviour • Be aware of anti-bullying policies and practices • Work collaboratively to help ensure bullying cannot thrive • Give us feedback on our Anti-Bullying strategies and on how to keep you safe • Where safe and appropriate, challenge bullying behaviour • Share concerns with trusted adults
Classroom Teachers	• Role model positive relationships • Be aware of the values and principles of Respect for All and act in accordance with them in terms of preventing and responding to bullying behaviour • Through high quality learning and teaching create a positive classroom environment • Promote positive relationships and behaviour. • If bullying is reported 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 the appropriate Pupil Support/DHT
PT Pupil Support	• Role model positive relationships • Be aware of the values and principles of Respect for All and act in accordance with them in terms of preventing and responding to bullying behaviour • Promote positive relationships and behaviour • If bullying is reported (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 NLC guidelines, this is likely to be a restorative approach. • Communicate with parent of the young person displaying the bullying behaviour as appropriate • Offer appropriate support to the young person experiencing the bullying behaviour • Offer appropriate support to the young person displaying the bullying behaviour to bring about a change in behaviour • Offer appropriate support to the young person displaying the bullying behaviour to bring about a change in behaviour • Where disciplinary action is deemed appropriate, discuss with the relevant DHT

	• In line with North Lanarkshire Council policy, details of bullying behaviour and actions taken should be recorded in the SEEMIS Bullying and Equalities application.
SLT	• Role model positive relationships • Be aware of the values and principles of Respect for All and act in accordance with them in terms of preventing and responding to bullying behaviour. • Promote positive relationships and behaviour • If bullying is reported: • 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.
Parents/Carers	• Be aware of anti-bullying policies and practice in any school/clubs/groups attended by your child. • Engage through school Parent Council or other appropriate forums to contribute to and learn about anti-bullying practice. • Promote positive respectful relationships. • Be aware of your child's wellbeing and look for any changes. • Monitor your child's digital footprint. • Understand when a situation is bullying or not as falling out with friends is not uncommon. • If bullying is reported: • Listen and take young people seriously • Share concerns about your child as early as possible with the Pupil Support Teacher or appropriate DHT • Parents should be involved when their active support is needed to implement a resolution of the bullying incident. If there is a problem, liaise with the staff dealing with the situation to work in partnership to create a plan for support. • Be aware that some instances must be reported to the police.

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.

Recording and monitoring bullying behaviour

In line with North Lanarkshire Council policy, details of bullying behaviour and actions taken will be recorded in the SEEMIS Bullying and Equalities application by either Pupil Support or Senior Management. This is a secure recording system and follows data protection principles.

At Calderhead High we aim to help children and young people who demonstrate bullying behaviour by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We will challenge prejudice and offer the opportunity to learn and change behaviour.

All reported incidents of bullying will be recorded on the schools SEEMIS system. The following information will be recorded.

- The children and young people involved, as well as staff or other adults
- Where and when bullying has taken place
- The type of bullying experienced, e.g. name-calling, rumours, threats etc.
- Any underlying prejudice including details of any protected characteristic(s)
- Consideration of personal or additional support needs and wellbeing concerns and
- Actions taken including resolution at an individual or organisational level.

This will allow effective monitoring of incidents within and school. In doing so, we will be able to identify trends or themes emerging and where improvement can be made to support the wellbeing of all children and young people.

Future view:

This policy will be shared with our pupils, staff, parents/carers and community to allow all views to be included in the final Antibullying policy.

Calderhead High school will also organise formal staff training to ensure the views in the policy reflect practice.