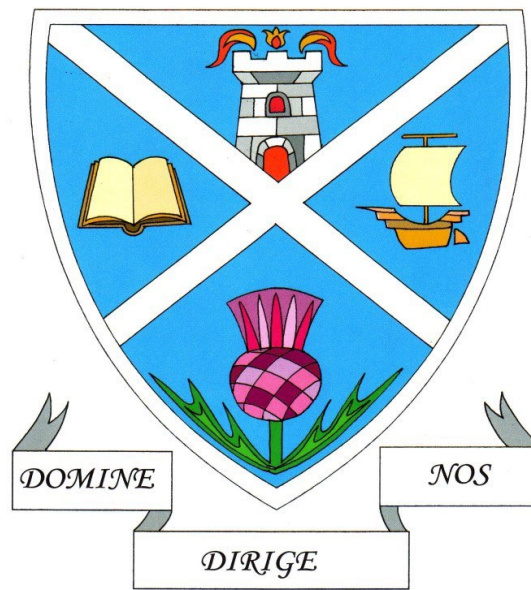


ANTI BULLYING AND RESPECT POLICY



Every child and young person in St Andrew's High School should grow up free from bullying. We are committed to helping our young people become confident individuals and responsible citizens. It is our aspiration that all those who play a role in the lives of children and young people are enabled to prevent and respond effectively to incidents of bullying behaviour.

This policy was developed in conjunction with NLC's 'Anti-Bullying and Prevention Guidelines' and respectme's Scotland's Anti-Bullying Service resources.

Aims

The aims of this policy document are to:

- Send a clear message that in St Andrew's High School bullying is never accepted.
- Outline an anti bullying strategy to prevent, as far as possible, bullying behaviour in our school.
- Provide advice to pupils, parents/carers and staff of what actions to take when bullying behaviour does occur.
- Outline the action to be taken when bullying behaviour is reported or suspected.

Our Commitment

St Andrew's High School is committed to our young people's social, physical, emotional and mental health and wellbeing and view this as important as their academic attainment. Bullying behaviour will not be tolerated within our school. We recognise that bullying has the potential to occur within our establishment and that this type of behaviour can act as a barrier to learning and development. Furthermore, it also affects those subjected to bullying on a social and emotional level.

Our anti bullying strategy aims function on two levels:-

- Firstly, it should be preventative - *designed to reduce bullying behaviour generally.*
- Secondly, it should be curative - *designed to stop specific cases of bullying behaviour, both in the immediate and longer term; to care for and support all the people involved in bullying behaviour.*

A number of national initiatives and policy documents are in place to support, protect and encourage children and young people to lead happy, successful and fulfilling lives. Those documents which have had a direct influence on the creation of this policy include:

- Getting it Right for Every Child
- The Equality Act 2010
- A National Approach to Anti-Bullying for Scotland's Children and Young People 2010
- United Nations Convention on the rights of the child (UNCRC)
- Education (Additional Support for Learning) (Scotland) Act 2004
- Curriculum for Excellence

A Definition of Bullying Behaviour

“Bullying is both behaviour and impact: what someone does and the impact it has on a person’s ability to feel in control of themselves. We call this their sense of agency.” (respectme)

Bullying behaviour is the use of aggression with or without the intention of hurting another person. Bullying behaviour results in pain and distress to the person at the receiving end. It is behaviour that leaves people feeling helpless, frightened, anxious, depressed and demeaned. Actions can affect people in different ways and this should be taken into consideration. Bullying does not need to be persistent to have an effect on the mental health and wellbeing of a child or young person. The impacts of bullying can be felt after a single incident.

Bullying behaviour can be:

- A one-off incident or it can be systematic and ongoing;
- Intentional or unintentional; irritating, ‘not meant to hurt’;
- Distressing and hurtful to the recipient, rather than good-natured fun;
- Usually one-way, rather than an exchange. *(respectme)*

Bullying behaviour can take the following forms *(this list is not exhaustive)*:

Forms of Bullying*:	Example Behaviours:
Emotional	<i>Mental:</i> when pressure to conform is applied. <i>Material:</i> when possessions are stolen, damaged or hidden; or extortion takes place. <i>Social:</i> when not being spoken to or being left out of activities.
Physical	Pushing, kicking, hitting, punching or any use of violence.
Verbal	Name-calling, sarcasm, spreading rumours, teasing, personal comments.
Cyber <i>(See NSPCC and CEOP weblink)</i>	All areas of internet, such as email and internet chat room misuse; mobile threats by text messaging and calls; misuse of associated technology, i.e. camera & video facilities. Texts, messages or images are sent or posted on sites, which hurt, intimidate or embarrass another person. Cyberbullying should be treated no different from any other forms of bullying; the behaviour is the same and the impact is no less devastating.
Prejudice-based <i>(See NLC weblink)</i>	Because of body image; disability; looked after children; race; religion and belief; sectarianism; sex; gender reassignment; sexual orientation; pregnancy and maternity; young carers; socio-economic factors; against asylum seekers/refugees.

*Some of these behaviours may be regarded a criminal assault.

Indications of Bullying *(this list is not exhaustive)*

Staff, parents and pupils should be watchful of the indicators of bullying which can include;

- Patterns of illness
- Truancy
- Emotional upset
- Withdrawn or aggressive behaviour
- Underachievement
- Any other changes in behaviour/appearance

Approaches to Preventing Bullying Behaviour

School climate and ethos is key in preventing bullying behaviour. The climate of St Andrew's is an open, restorative and non-judgemental approach. There are clear procedures in place in order to support pupils and staff in reporting bullying behaviours.

The main aims of St Andrew's High School are:

- To create an environment in which pupils feel comfortable and safe in reporting bullying behaviour;
- To build confidence in the school support system, and a knowledge that such reporting will be acted upon swiftly is very important for the wellbeing of pupils;
- To raise awareness in PSHE education/presentations on bullying behaviours and impact;
- To encourage pupils not to be bystanders but to play an active role in the recognition, reporting and prevention of bullying behaviour;
- To develop further whole-school approaches include peer support, buddy system, assemblies, PSHE and cross-curricular approaches, restorative approaches, nurturing approaches and principles, accessing support services (e.g. Educational Psychologist, School Nurse, CAMHS Youth Counselling and Home School Partnership Officer).

We as a school community are aware that a single strategy is unlikely to provide a complete solution to bullying behaviour, and the most effective anti-bullying policy should include a range of strategies, interventions and programmes that can be flexible and adaptable to particular incidents, but securely anchored in a whole-school approach.

Procedure in Dealing with Incidents of Bullying Behaviour

- When an incidence of bullying behaviour is reported it will be taken seriously and acted upon promptly.
- An incidence of bullying behaviour must be reported to an adult within the School.
- This information must then be passed promptly to a member of the Pupil Support Team or SMT in the school; this person will then investigate the incident appropriately using their professional judgement.
- All reported incidents of bullying and equalities will be investigated promptly and logged appropriately and timeously by the lead investigator in the SEEMiS system in accordance with NLC authority guidance.
- As important as the recording of the incidents themselves is, a recording of the action taken is also important so all parties can be confident that procedures and practices have been correctly followed.
- Parents/carers will, where appropriate, be informed and they may be asked to come in to a meeting to discuss the problem.
- If necessary and appropriate, police will be contacted.
- Appropriate sanctions will be applied.
- Appropriate strategies/resources will be used in an attempt to support all parties involved and appropriate sanctions will be applied.
- Parents/carers will be given advice on how best to support their child.
- If a member of staff feels that they are on the receiving end of bullying behaviour, it should be reported to a person the staff member feels is the most appropriate – line manager, Senior Management Team member, Head Teacher or Trade Union Representative.

Response to an Incident of Bullying Behaviour

To the adult who received the initial bullying behaviour incident report

- Your reaction is vitally important – do not panic, keep an open mind.
- Meet in a comfortable place with no distractions.
- Give the individual reporting the bullying behaviour your full attention.
- Assure them that they have done the correct thing in reporting the incident and the matter will be taken seriously.
- Gently encourage them to talk and provide details of what happened, who was involved and where and when the behaviour took place – write down the details if necessary.
- Let the individual speak without interruption as far as possible, but do not be afraid to ask questions when they have finished.
- Thank them for reporting the behaviour and offer support as necessary.

To the person receiving the bullying behaviour

- Meet in a comfortable place with no distractions.
- Give the individual reporting the bullying behaviour your full attention.
- Assure the individual receiving the behaviour that bullying is never acceptable and that they deserve to feel safe in the school environment.
- Ask them to talk and provide details of what happened, who was involved and where and when the behaviour took place – write down the details if necessary.
- Let the individual speak without interruption as far as possible, but do not be afraid to ask for clarification when they have finished.
- Ask the individual what they want you to do.
- Offer support as necessary and keep them informed of progress.

To the person displaying the bullying behaviour

- Deal with the behaviour in the same way as you would with any type of challenging behaviour.
- Listen to the individual and take time to discover the reasons for the behaviour.
- Do not label the individual (or group) a 'bully' (or 'bullies'); name the behaviour.
- Address what is happening behind the behaviour (including being prepared to address prejudicial attitudes that may be behind the behaviour), even when the behaviour has stopped.

Pupils as Partners

All pupils have a responsibility to demonstrate responsible citizenship in regard to the reporting and prevention of bullying behaviour. Pupils can encourage an ethos of acceptance by not being a bystander to bullying behaviour. Pupils have control over their own behaviour and should make responsible choices. Pupils should think about their conduct in school and towards fellow pupils and staff.

Children and Young People with Additional Support Needs

Incidents of bullying behaviour should be investigated in the same way for this group of children and young people as for those who do not have additional support needs, but it is important to recognise that thresholds for such behaviour may be subtly different for those who do have such needs, and that the process of investigating allegations should take into account the difficulties experienced by those with additional support needs, for those experiencing bullying behaviour and also those displaying it.

Parents as Partners

Parents and carers are experts in their children's behaviour and their physical and mental wellbeing. They have a key role to play in supporting their children when they experience bullying behaviour or display this behaviour to other children, and in assisting in the management of bullying behaviour. They can offer advice to school staff on extra support their child might need to resolve the situation. St Andrew's High School will listen to and respond to the concerns of parents and carers and keep good lines of communication between them when dealing with incidents of bullying behaviour relating to their children.

When an incident of bullying behaviour is reported, St Andrew's High School will endeavour to effect an outcome usually within 5 working days. If the investigation is likely to take a longer period of time, parents/guardians will be informed.

Monitoring and Review

St Andrew's High School will implement, monitor and review on an annual basis its own policy on dealing with, and recording of bullying behaviour to take account of local and national developments in anti bullying policy. St Andrew's High School's policies will be reviewed by the authority and SEEMiS returns will be monitored by a designated member of the Continuous Improvement Service at the end of each session. Consultation with parents/carers and children and young people will take place to monitor and ensure that the views of the whole school community are considered in the process.

We will work in conjunction with HGIOS 4 quality indicators 2.1 – Safeguarding and Child Protection and 3.1 - Ensuring Wellbeing, Equality and Inclusion.

References

CEOP. *Think You Know?*

Available at: <http://www.thinkuknow.co.uk/>

North Lanarkshire Council (February 2017). *Anti Bullying Policy and Prevention Guidelines*

Available at: <http://www.northlanarkshire.gov.uk/CHttpHandler.ashx?id=20547&p=0>

NSPCC. *Online Abuse: Legislation, Policy and Practice*

Available at: <http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/legislation-policy-practice/>

Respectme Scotland's Anti Bullying Service. *Anti-Bullying Practice*

Available at: <http://www.respectme.org.uk/anti-bullying-practice/>

