



# TAYLOR HIGH SCHOOL

## ANTI-BULLYING POLICY



### Principles and Values

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. Bullying will not be tolerated. 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.

### Aims

- To provide children and young people with safe and secure learning environments without the fear of being bullied.
- To promote positive behaviour and relationships of both staff and pupils
- To deal effectively with bullying incidents

### Objectives

- Teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- Teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- Have a system of support for those children and young people who have experienced bullying behaviour.

### What is bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally. Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
LGBTI	because of, or focussing on the issue of sexuality and gender
Direct or indirect verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet ,such as email and internet chat Twitter, Facebook misuse, Mobile threats by text messaging and calls, Misuse of associated technology , i.e. camera and video facilities, iPad, games consoles

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including Young carers and poverty
- Sexual orientation and sexism

### **When it's not bullying**

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 have the ability to bounce back from this type of behaviour. It is important to discuss how they feel and help them to develop resilience to manage their relationships.

- Excluding someone - It is not considered bullying if children exclude someone on the playground now and then or don't invite someone to a party. Repeated and deliberate exclusion, however, can be bullying.
- Disliking someone - Children may verbally or nonverbally communicate their dislike of another child. This is okay, as long as they don't start rumours or verbally abuse the other child.
- Accidental physical harm - A child might unintentionally bump into or trip another child. This is not bullying if it is not deliberate.
- Being "bossy" - It is natural to want friends to play a certain way, and some children take the role of being the director. Learning to lead skilfully is a lifelong process, and most kids haven't mastered it.
- Telling a joke about someone (once) - While this is not great behaviour, it is not considered bullying unless there are repeated instances. Of course we should teach our children that one single joke about someone may hurt that child's feelings, and it's not okay.
- Arguments - We all argue, and arguments will inevitably happen at school.

### **Perpetrators and Victims**

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why do some pupils bully other pupils?

- To gain peer respect
- To exert power
- To enjoy causing fear
- To gain compensation for individual deficiencies
- For reasons of jealousy

A child may indicate by signs or behaviour that he or she is being bullied. Teachers, non-teaching staff and parents should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

### **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
- **Write your concern and post it in the 'worry box' in the library**
- Tell a parent or adult at home whom you feel you can trust

- Discuss it as part of your PSHE time
- Ring ChildLine and follow the advice given
- Visit the school website for ideas of what to do next.

### **Dealing with incidents of bullying behaviour**

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action.

The following checklist might be used to support investigations:

- Who was involved?
- Is there a young person experiencing bullying behaviour? If so, who?
- In what way did the young person experiencing bullying behaviour suffer? How did the incident start? Was it premeditated?
- What is alleged to have happened, from the perspectives of all involved? Listen to the individual perspective of all involved.
- When and where did the incident take place?
- Who witnessed the incident?
- Who reported it and when?
- Any background to the incident
- Reasons for considering this to be bullying behaviour
- To what extent did the incident affect others?
- What was the response of the young person(s) experiencing bullying behaviour?
- What does (do) the young person(s) experiencing bullying behaviour wish to see resulting from the investigation?
- Notes recorded on SEEMIS in pastoral notes

### **Dealing with the bully**

Any pupil caught bullying will be accountable for their behaviour and in all cases a record of the incident will be kept by their Pupil Support Teacher. The full range of disciplinary sanctions, including exclusion, will apply and the parent will be made aware of the possibility of such an event if the child should re-offend. The bully will be offered support from their Pupil Support Teacher to explore the reasons for their anti-social behaviour.

### **Supporting the bullied child**

The PSHE programme will emphasise that bullying is not part of growing up, and bullied pupils are not to blame. Pupil Support staff will identify “vulnerable” pupils and where necessary refer to IST.

Bullied pupils will be encouraged to join extra-curricular activities available in school, particularly at lunchtime, i.e. library, choir, chess, lunch club etc., thus providing a “safe haven” for vulnerable pupils.

### **Limiting opportunities for bullying**

All staff have a responsibility to monitor pupil movement in the corridors and stairs. Such actions ensure a safe and secure environment for all pupils.

Janitorial staff assist with patrolling playgrounds, canteen and toilet areas at interval and lunchtimes.

Senior Management Team supervise at changeover times, interval and lunchtimes. All teachers have a duty of care to supervise pupils as they move to and from classes.

S6 students provide additional support by supervising routes to the canteen. Teaching staff move promptly to class on the bell.

Senior Management Team ensure all pupils board and are seated on contract buses before they leave school premises.