



## **Taylor High School**

### **Anti-Bullying Policy**

*'Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up.'*

*'If possible, so far as it depends on you, live peaceably with all' Romans 12:18*

Taylor High School is a community of Faith and Learning through Compassion, Ambition, Respect and Encouragement which supports and upholds the common human dignity of each member of the community.

This policy has been reviewed in light of the United Nations Convention on the Rights of the Child and has been assessed as supporting or protecting the following children's rights:

Article number	Article description	How this policy promotes or protects this right
12	Respect for the views of the child - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously	A focus group of pupil views were gathered when writing the policy. Pupils shared feedback on the way in which bullying incidents are dealt with in school. The Respect me Reward programme looks to gather all pupil views to ensure the final school policy has given every child the right to express their view on this subject. This policy also supports young people to ensure that they know how to report incidents and the way in which their views will be gathered to be taken seriously.
19	Protection from violence, abuse and neglect - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them	This policy details the steps that should be taken by all members of the school community to ensure that children are protected. This policy details what bullying behaviour might look like to help all the community to identify it to ensure others are able to intervene appropriately.
28	Right to education- Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.	This policy details the steps that should be taken by staff to ensure children feel supported if subject to bullying behaviour and this aims to reduce the impact on their education. This policy also details the steps taken to educate people who exhibit bullying behaviour. The view is that they develop alternative ways to manage their emotions and this promotes a culture of respect amongst pupils and staff. This aims to minimise exclusions for bullying and ensure all pupils right to be educated is met.
31	Leisure, play and culture- Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.	The policy details how incidents are monitored and will support the school to identify emerging themes so that the school can create programmes to support wellbeing of all children and young people. This policy also supports young people to express themselves in a relaxed environment.

### **Aims:**

As a Roman Catholic school, we are based on the teachings of Christ with the commandment to 'Love our neighbour as our self' as the basis for all our relationships. We take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. As a Rights Respecting School bullying is in breach of the UNCRC and therefore bullying will not be tolerated. Bullying behaviour potentially infringes on UNCRC Articles 12,19, 28 and 31. The school will seek ways to counter the effects of bullying that may occur within the 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: The National approach to Anti-Bullying for Scotland's Children and Young People'

<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2024/11/respect-national-approach-anti-bullying/documents/respect-national-approach-anti-bullying-scotlands-children-young-people/respect-national-approach-anti-bullying-scotlands-children-young-people/govscot%3Adocument/respect-national-approach-anti-bullying-scotlands-children-young-people.pdf>

This will also provide advice to pupils, parents/ carers and staff, of what actions to take when bullying does occur.

### **Our Commitment:**

Taylor High School is committed to ensuring that children and young people feel safe and secure and can build up strong and positive relationships with peers and with adults. We C.A.R.E 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.

*(Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2024)*

## 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, 2024)*

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 reasons bullying is occurring 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. Any breach of this may be seen as a hate crime. At Taylor High School we have a commitment to inclusion and non-discrimination linked to our faith-view that all people are made in the image and likeness of God and therefore are entitled to the same respect and dignity.

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. Cyberbullying is the act of being cruel to others by sending or posting harmful material or compromising photographs online or through a mobile phone. Bullying in this form should be reported to the online platform and the police.

## **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 Taylor High School by a Principal Teacher of Pupil Support, who will help with early interventions. The school's PSHE programme aims to build resilience in 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:**

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. When responding to incidents or accusations of bullying the approach should be to ask:

- *What was the behaviour?*
- *What impact did it have?*
- *What does the child or young person want to happen?*
- *What do I need to do about it?*
- *What attitudes, prejudices or other factors have influenced the behaviour?*

Children and young people who are exhibiting bullying behaviour will need help and support to:

- Identify the feelings that cause them to act this way
- Develop alternative ways of responding to these feelings

- Understand the impact of their behaviour on other people
- Repair relationships.

At Taylor 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. This is done in line with the school's Ready, Respectful and Responsible strategy.

All reported incidents of bullying will be recorded on the school's 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 the 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.

## References.

1. Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2024
2. Anti-bullying guidance for adults working with children and young people  
<https://www.gov.scot/publications/respect-national-approach-anti-bullying/pages/2/>
3. The Equality Act (2010)  
[Equality Act \(2010\) | Resources | Education Scotland](https://www.gov.scot/publications/equality-act-2010/)