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# ST AMBROSE HIGH SCHOOL

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love  
acceptance  
equal  
relationships  
say-no  
patient listen  
kindness accepting  
diversity accepted  
truthful fairness  
respectful loving  
fair everyone listened  
value open-minded  
kind rights  
including care  
understand  
no-violence  
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helping-others  
think space honest  
inclusive  
equals manners  
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equality trust  
friendship  
respect

Anti-Bullying Week 2017

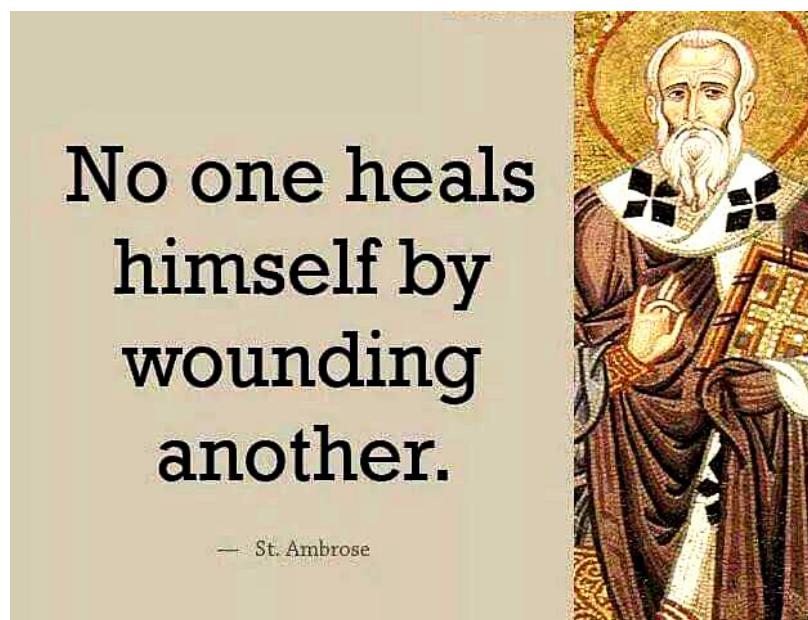
# - ANTI-BULLYING POLICY -

## OUR RATIONALE

Bullying behaviour impacts on children's and young people's wellbeing and can affect their participation, attainment and inclusion. **The Scottish Government's** national approach to anti-bullying, 'Respect for All' (2017), aims to ensure that all sectors and communities, at a national and local level, are consistently and coherently contributing to a holistic approach to anti-bullying; regardless of the type of bullying.

**North Lanarkshire Council** is committed to the belief that every child and young person has the right to grow up free from bullying. It believes that children and young people should live, learn, socialise and work in an inclusive community where differences between people are valued, people support one another and treat each other with respect, empathy and compassion 'Bullying: It's Never Acceptable' (2012)

Reflecting national and local policy and guidelines, **at St Ambrose High School** we are fully committed to preventing and tackling all types of bullying behaviour, supporting our young people to become confident individuals and responsible citizens within ***an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God*** (SCES, A Charter for Catholic Schools).



## **OUR VISION**

Bullying of any kind is unacceptable and must be addressed quickly. Bullying is a breach of the United Nations Convention on the Rights of the Child (UNCRC) and should never be seen as a typical part of growing up.

Our vision is that:

- all of our young people can grow, learn and develop their God given talents, free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults
- children and young people and their parents will have the skills and resilience to recognise, prevent and to respond to bullying appropriately
- every child and young person who requires help will know who can help them and what support is available, and
- all of the adults in our school community will follow a consistent and coherent approach in recognising, dealing with and preventing bullying

## **OUR COMMITMENT**

St Ambrose High is a community of faith and learning where the unique God given talents and dignity of every individual are respected. Fully committed to Getting It Right For Every Child, we seek to develop our young people's academic attainment, their spiritual development and their social, physical, emotional and mental health and wellbeing. Therefore, whilst we acknowledge that bullying can occur within any establishment, this type of behaviour will not be tolerated.

As a school community we are committed to working together to develop:

- a proactive approach which aims to prevent and reduce instances of bullying behaviour
- a restorative approach which provides care and support to both those experiencing as well as those displaying bullying behaviours

# A DEFINITION OF BULLYING BEHAVIOUR

In Scotland, bullying is defined as:

*'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 Me 2015)*

Bullying is the hurting of one person by another or a group of others. It can be physical, emotional or psychological and often can be persistent, although one off incidents can also have a serious, ongoing and harmful effect on the person being bullied. It can be direct or indirect. Direct bullying takes place between the person experiencing the bullying and the person displaying the bullying behaviour. Indirect bullying is typified by rejection of a peer group, for example through social networks or mobile technology and is more subtle in nature, but as harmful in terms of impact. All types of bullying can leave people feeling hurt, frightened, anxious, helpless, isolated, upset, depressed or embarrassed.

Young people in North Lanarkshire identified the following as forms of bullying ('Bullying: It's Never Acceptable' 2012):

- **Physical** – hurting people, negative behaviour, victimisation
- **Verbal** – name calling, teasing, being nasty, being hurtful, being unjust, being unfair, gossiping, being unkind
- **Material** – stealing or damaging property
- **Emotional/Mental** – intimidation, making people think less of themselves, excluding people, ignoring or leaving people out, scaring people, blackmailing, mental and emotional abuse
- **Social** – embarrassing someone whether intentionally or not, having awareness of an incident of bullying behaviour and failing to stop it, humiliation of another, manipulation or isolation of another, exerting peer pressure
- **Cyber** – where technology is used to send threatening, offensive or intimidating messages to another person, sometimes anonymously. People who do this often make their messages available to a wider audiences eg on web blogs, message boards, chat rooms and social media pages. Other forms of cyber bullying include filming incidents and distributing them to peer groups, posting onto video sharing sites and passing filmed incidents from one mobile phone to another

## **Prejudice Based Bullying**

Prejudice-based bullying is when bullying behaviour is motivated by prejudice 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. For example, prejudice arising from socio-economic background, race, gender or a child or young person's appearance. The Equality Act (2010) makes it unlawful to discriminate against people with any of nine 'protected characteristics' which include age, disability, gender and race. All racial and prejudice based incidents are recorded on SEEMIS in accordance with Management Circular 155-10.

At St Ambrose High we are committed to challenging all types of prejudice-based bullying and language, nurturing a school ethos where the dignity and uniqueness of every individual is celebrated and prejudice-based comments and behaviour are challenged.

## **PROMOTING POSITIVE RELATIONSHIPS AND BEHAVIOUR**

At St Ambrose High School we are committed to promoting positive relationships and behaviour within our school community. Positive and responsible behaviour is embedded in all daily interactions and is promoted through the school's Code of Conduct and through a wide range of personal support activities.

As a school community we are mindful of our responsibilities in promoting positive relationships and behaviour –

- adults provide a role model of respectful and Christian behaviour towards others
- the school provides children and young people with opportunities to be listened to
- adults are sensitive to children and young people's rights for privacy and respect
- the school provides a social and learning environment which allows pupils to feel happy, included, respected and safe

Bullying can have an impact of young people, their families, the school community and wider society. Staff, parents and pupils should be vigilant for indicators of bullying which can include but are not limited to the following:

- Patterns of illness
- Reluctance to go to school
- Truancy
- Emotional upset
- Withdrawn or aggressive behaviour
- Underachievement
- Significant changes in behaviour
- Significant changes in appearance

## STRATEGIES TO PREVENT BULLYING BEHAVIOUR

At St Ambrose High School we believe that our school ethos and culture encourages a whole school climate of respect for the rights of the individual. Through a range of activities and programmes, our pupils and staff are encouraged to take an active role in recognising, reporting and preventing bullying behaviour. These activities include:

- an annual Anti-Bullying Week focus and associated activities
- use of social media to raise awareness of supports and resources available
- Personal Support lessons and activities
- lessons and activities within our RE curriculum
- restorative and solution focussed approaches
- peer support and peer education
- our range of buddyng programmes
- school mentoring approaches and interventions
- Mentors in Violence Prevention programme
- Home School Partnership Officer support and interventions
- posters and information shared on pupil noticeboards and media screens
- Year and House assemblies
- whole school/year group events
- involvement of external partners through drama and music productions
- integration of specialist resources from organisations such as Respect Me and SCES
- ongoing staff training and resources
- adults modelling behaviour that is respectful, nurturing, caring, tolerant and kind

***“Respect is about accepting people for who they are”***  
*(Anti Bullying Week, 2017)*

# RESPONDING TO BULLYING BEHAVIOUR

***80% of parents were confident that staff would deal with bullying behaviour (Nov17)***

***83% of parents felt confident in approaching school staff about bullying behaviour (Nov17)***

Every young person should feel respected and valued. It is our aim that every individual in our school community is empowered and supported to recognise, prevent and respond effectively to incidents of bullying behaviour.

## Procedures in Dealing with Incidents of Bullying Behaviour

- When an incidence of bullying behaviour is reported it will always be taken seriously and acted upon promptly
- Information on all incidents should be passed promptly to the appropriate Pupil Support/DHT in the school who will investigate the incident and interview those involved
- An alleged bullying behaviour referral should be completed, giving details of incident, investigation and action taken
- All referrals of bullying and equalities should be passed to the member of SMT with responsibility as lead investigator, these will be logged in the SEEMiS system in accordance with NLC guidance
- Using professional judgement, a range of appropriate actions, sanctions and resources will be considered and applied in order to support all parties involved. If necessary and appropriate, police will be contacted
- Parents/carers will, where appropriate, be informed and may be invited in to school to discuss an incident
- Any member of staff who feels that they have been subject to bullying behaviour should report this to the most appropriate person eg line manager, Senior Management Team member, Head Teacher or Trade Union Representative

## **RECORDING AND MONITORING BULLYING BEHAVIOUR**

All incidents of alleged bullying behaviour are recorded on SEEMiS in accordance with NLC guidance. All prejudice or racial based incidents are recorded on the SEEMiS Equality module.

Recorded incidents of bullying behaviour are monitored regularly. The school is able to use the statistical capture of data via SEEMiS to identify trends or specific issues and thereby be proactive with interventions and supports to address these.

## **SUPPORTING STAFF DEVELOPMENT AND TRAINING**

We are committed to staff development and training in order that they are supported and more empowered to recognise, challenge and respond to incidents of bullying behaviour. Professional development opportunities may include:

- RespectMe materials, website and professional learning events
- support materials and training events offered by SCES
- local authority materials and training opportunities
- the school's CPD and PRD programme
- involvement in the activities of the Extended Pastoral Team
- Anti-Bullying awareness raising and activities across the school community
- familiarisation with school policy

## **WORKING IN PARTNERSHIP WITH PUPILS**

All pupils have a significant role to play in challenging bullying behaviour. It is important that young people are aware of and empowered by their responsibility to help prevent bullying within their school.

It is also essential that young people are aware that they can help build an inclusive ethos of acceptance within St Ambrose High School by not ignoring bullying behaviour. Pupils should recognise that they have control over their own behaviour and should make responsible choices that clearly demonstrate the core values of respect, love and empathy for all individual within our school community.

- contributing to keeping themselves and others safe
- contributing, accepting and abiding by the school's Code of Conduct
- respecting the collective and personal belongings of others
- respecting and accepting the talents and gifts of every individual

- displaying good citizenship and responsibility, including reporting any incidents of alleged bullying behaviours to a responsible adult

## **WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

Parents and carers have a key role to play in supporting their children when they experience bullying behaviour, display this behaviour to other children and also in assisting in the management of such behaviour.

St Ambrose High School will listen to and respond to the concerns of parents and carers and endeavour to 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, we will make every effort to effect an outcome within 5 working days. If the investigation is likely to take a longer period of time, parents/carers will be informed.

- informing the school of any incidents about which they are concerned
- supporting the school in investigating any incidents of bullying behaviour
- giving appropriate guidance to their children and working in partnership with the school where issues arise

## **EVALUATING AND REVIEWING OUR SCHOOL POLICY**

Our school policy has been drawn up in collaboration with pupils, parents and staff. Our policy will be formally reviewed every three years involving a cross-section of our school community. In addition, our school policy will be evaluated and reviewed on an ongoing basis to take account of any emerging guidance from partners such as SCES and RespectMe or as a result of any policy updates from local or national government.

This policy was reviewed in March 2018.

## HELPFUL LINKS

Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>

North Lanarkshire Council Anti Bullying Policy and Prevention Guidelines, February 2017  
<http://www.northlanarkshire.gov.uk/CHttpHandler.ashx?id=20547&p=0>

Respect for All, The National Approach to Anti-Bullying for Scotland's Children and Young People, Scottish Government 2017

<http://www.gov.scot/Publications/2017/11/6766>

Respect Me, Scotland's Anti-Bullying Service

<https://respectme.org.uk/>

St Ambrose High School, Anti-Bullying Survey, November 2017