

anti-bullying

Creating a culture of respect



Anti-Bullying Policy Peebles High School



One Peebles



Table of Contents

1. Aims of the policy (page 3)



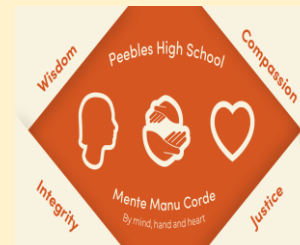
2. What is bullying (page 6)

3. Advice for young people (page 8)



4. Advice for parents/carers (page 9)

5. Advice for staff (page 12)



6. Support and taking action (page 14)

People who are dyslexic - this document uses font, design and colours that are inclusive for people who are dyslexic. Any text that is highlighted in orange has an online resource link next to it.

Creating a culture of respect

1. Aims of the policy

Peebles High School (PHS) is committed to recognising the voice of its community in relation to nurturing respect and inclusivity for all; young people, staff and parents/carers.

This document is to provide clear guidance for young people, staff and parents/carers and to outline the anti-bullying commitment of PHS in relation to **Article 19 of the UNCRC**



Article 19 of the
UNCRC.htm



Equalities Act
2010.htm

and the **Equalities Act 2010***

Within each section of this policy, the specific needs of the school community in relation to reporting, recording and monitoring bullying behaviour are addressed.

Commitment

Peebles High School is committed to providing a nurturing, safe and inclusive environment to support the learning and success of its community.

Bullying behaviour creates a negative learning environment. Addressing bullying behaviour is the foundation of the Anti-Bullying Policy.

The success of a school free of anti-bullying behaviour, is achieved when all members of the school community commit to creating an inclusive school environment.

The measure of this success has to be realistic, effective and responsive to the needs of the school community.

Therefore this policy is committed to:

- helping everyone understand what defines bullying behaviour
- changing attitudes about bullying behaviour
- building and sustaining an environment of mutual respect and inclusivity for all
- providing a safe and inclusive school environment for young people and staff
- providing nurturing support for young people who feel vulnerable

*The Equalities Act 2010 focuses on the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Creating a culture of respect

Peebles High School is dedicated to the school community* and will:

identify ways to help ALL young people** pro-actively create solutions and resolutions

support the skills and confidence in the school community* to prevent bullying

encourage the school community to report bullying concerns and give assurance that these will be dealt with

help to create long term solutions for the school community*

provide clear reporting guidelines to raise concerns about bullying behaviour

provide clear guidance for the school community* if they are affected by bullying behaviour

*school community - young people, staff and parents/carers

**causing or affected by bullying behaviour

Creating a culture of respect

2. What is bullying behaviour?

"Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online."

(RespectMe, 2018)

Bullying behaviours

- are an individual incident or a repeated action over a period of time
- are the actions of an individual or groups
- happen in school and beyond; at home and in the community
- occur within all age groups in the school community eg. not restricted to the actions of young people

The source of bullying behaviour may include prejudice; racism, sexism, discrimination, transphobia or homophobia.

It can negatively impact a young person's life in a number of ways.



Bullying behaviours can be:

Verbal

- name calling
- teasing
- belittling
- threats
- sarcasm
- spreading rumours

Emotional

- being unkind
- ignoring
- isolating
- tormenting
- stealing
- damaging belongings
- excluding

Sexual/Misogynistic

- unwanted physical contact or sexually abusive comments
- making someone feel uncomfortable by deliberately invading their personal space
- targeting someone because they are female

Physical

- hitting
- tripping
- kicking
- pushing or any form of violence (laying hands, feet etc on another)
- acts of aggression to make people feel like they are being bullied or fearful of being bullied

Extortion

obtaining the possessions of others through force or by threats

Racist

- racial taunts
- nicknames
- graffiti
- gestures

Homophobic/Biphobic

targeting someone because of their sexual orientation and/or what this is perceived to be

Transphobic

transphobic bullying is when a person's actual/perceived gender identity is used to exclude, threaten, hurt or humiliate them

Cyber

- using technology to cause harm eg. email, internet chat-room and social network sites
- mobile threats by text and calls
- misuse of associated technology eg. camera and video facilities

Prejudiced attitudes

- racism
- homophobia
- biphobia
- transphobia
- misogyny
- ignorance about a different culture or religion

3. Advice for young people

This information is in a separate document so that it can be easily accessed by young people. Please use the link below.

<https://blogs.glowscotland.org.uk/sb/public/peebleshighschool/uploads/sites/3558/2024/02/06154457/Young-Peoples-Anti-Bullying-Guide-PHS-final-Feb-2024.pdf>



One Peebles



Creating a culture of respect

4. Advice for parents and carers

Signs that your child **may** be experiencing bullying behaviour:

- they do not want to go to school
- they become frightened of the journey to or from school
- there is a noticeable change in academic attainment
- consistently 'losing' possessions
- regularly coming home hungry, claiming they didn't eat at lunchtime because they weren't hungry
- asking for money for no reason, 'losing' money or taking money from home
- regularly coming home with unexplained bruises, scratches or cuts
- being more prone to being emotional at home
- unexplained weight loss/gain
- becoming introverted
- having difficulty sleeping
- low mood or mood swings

For you as a parent/carer, the emphasis is to be aware of a **change in behaviour** which causes concern.

Bullying may not be the source of this change, but it is important to discuss this with your child's Pastoral teacher to ensure your child feels safe and supported in school.



If you think/know your child is being bullied:

- take whatever your child tells you seriously - what may seem trivial to an adult can be extremely important to a young person
- reassure your child that they are not to blame, it is the bullying behaviour that has to change
- **try to stay calm.** How you respond is very important to how much your child will disclose to you. Feeling upset and angry is normal but try not to over-react
- **never** threaten violence or encourage your child to hit back or respond/react to the people displaying bullying behaviour
- encourage your child to talk to their Pastoral teacher, another member of staff or a senior student or encourage them to complete the Not Alone referral form on the PHS website. Forms are submitted to Pastoral staff
- contact your child's Pastoral teacher as soon as you are aware to ensure PHS can address continued bullying - see contact details below*
- do not seek retribution but commit to becoming a supporter of changing attitudes and behaviours about bullying
- try to avoid using labels like 'bully' and instead, talk about bullying behaviour

At this stage, bullying behaviour may stop. If it doesn't, raise the issue again with the Pastoral teacher - it can take time to resolve.

*Contact your child's Pastoral teacher by phone on 01721 720291 or email through the school enquiries address peebleshs@scotborders.gov.uk

If you think your child is bullying others...

It is essential that you contact your child's Pastoral teacher if you have any concerns.

They will investigate sensitively and will offer you and your child support. There could be several reasons why a young person displays bullying behaviour, they may be:

- being encouraged to join in with bullying behaviour to be part of a group
- looking for attention or trying to cover up their own lack of self confidence
- unhappy with some other aspect of their life and communicating this frustration by bullying someone else
- responding to perceived bullying behaviour by another

Bullying behaviour is never acceptable. Try to get your child to understand the impact their behaviour is having on the other person. How would they feel if they were being treated this way?

Be prepared to deal with prejudiced attitudes - the behaviour may stem from racism, homophobia/biphobia/transphobia/misogyny or ignorance about a different culture or religion.

Alternatively, if Pastoral contact you with any concerns about your child's behaviour they will act with compassion and ensure that all facts are gathered to ensure that the most appropriate assistance can be put in place for all those involved.

Creating a culture of respect



5. Advice for staff

Staff play an integral role in modelling behaviour for young people in the school community; they have a pivotal position in creating a nurturing environment of mutual respect and inclusivity for all.

Creating opportunities for young people to talk about bullying experiences

All staff can encourage young people to seek help from an adult (Pastoral staff, parents, teaching and non-teaching staff) if they have concerns about bullying.

Staff can reassure young people that:

- telling someone will help improve their situation
- disclosures are dealt with in confidence and with sensitivity
- all forms of bullying matter are unacceptable

All members of staff can create a respectful and inclusive school community by using nurturing principles and approaches in their dealings with all young people. Staff can also help young people access **Section 3 of the Anti-bullying policy: Advice for Young People** while encouraging young people to follow this advice and raise their concerns as soon as possible.

Awareness and action

As a key member of the school community, if staff witness or are aware of bullying behaviour in the classroom, corridors and social areas, they must challenge this (see Section 1 of the Anti-bullying policy) and report this to the relevant Pastoral teacher or Duty Head. For classroom incidents, teaching staff should follow the Managing Bullying Incidents flow chart (see link below).

This will help reduce the impact of pervasive bullying in the school community.

<https://blogs.glowscotland.org.uk/sb/public/peebleshighschool/uploads/sites/3558/2024/02/19195918/Managing-Bullying-Incidents-flow-chart-final-updated-Feb-2024.pdf>



Responding to bullying incidents

Bullying behaviours can be addressed by staff in class, corridors or social areas.

It is important to address the use of homophobic/biphobic/transphobic language and racist or misogynistic comments in order to reduce the potential of escalation.

Resolution may involve an apology with an assurance that the behaviour will not be repeated.

However if a pattern develops or in the cases of more serious incidents, these must be reported to the Pastoral Care teacher and/or the appropriate member of SLT to be investigated and recorded.

Support for young people

All staff (teaching and non-teaching) can:

- encourage the young person to discuss the behaviour that has upset them
- demonstrate respect by listening carefully and reassuring the young person that what they say is important
- give the young person support to feel calmer if distressed
- take notes of the main details while reassuring the young person
- tell the young person that you will inform their Pastoral Care teacher as quickly as possible while reassuring them they have taken an important step in reporting this to you

If a young person has been physically assaulted, has experienced racial or homophobic/biphobic/transphobic/misogynistic abuse or is in severe distress - inform the Duty Head immediately.

6. Support and taking action

If we commit to having a school which is free of bullying behaviour, the most important step is to raise awareness with a member of the Pastoral Care team or another staff member.



This can be in person or via the PHS website through the Not Alone facility.

through



- Young people and parents/carers are welcome to raise concerns if directly affected or having witnessed bullying behaviour
- their concerns will be dealt with confidentially, sensitively and thoroughly
- at school level, incidents will be recorded on the electronic management and information system (SEEMiS). This will include evidence gathered through investigation and the actions taken
- encouragement of raising concerns will be reinforced at assemblies and during Personal and Social Education (PSE) lessons

The Pastoral Team

Cademuir

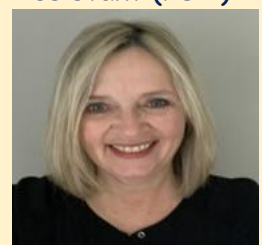
Mrs Robertson
PT Pastoral



Mrs Milligen
PT Pastoral



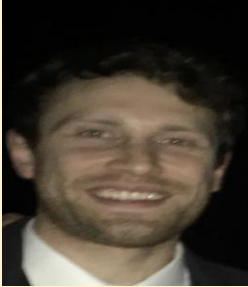
Mrs Sykes
Pastoral Support
Assistant (PSA)





Dunrig

Mr Shirra-Gibb
PT Pastoral



Miss Riddell
PT Pastoral



Mrs Nisbet
Pastoral Support
Assistant (PSA)



Meldon

Mrs Boyd
PT Pastoral



Mrs Ferguson
PT Pastoral



Mrs Falcon
Pastoral Support
Assistant (PSA)



What action will school take?

Pastoral staff will investigate each report of bullying behaviour with the commitment to resolve and prevent further bullying incidents.

Timeline - Pastoral staff will respond immediately to reported incidents by offering support to those involved and forming a plan of action.* They will make contact with parents within 48 hours.

The Pastoral Care team will:

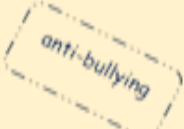
- offer a confidential space to listen to young people who are reporting the bullying behaviour

- counsel and provide support to the young person who has experienced bullying behaviour
- investigate incident - speaking to any witnesses and the alleged young person who is accused of bullying behaviour
- counsel and provide support to the young person accused of bullying behaviour
- arrange relevant sanctions for those displaying bullying behaviours where necessary
- contact parents of all young people involved in the bullying behaviour incident
- inform and liaise with the Head of House (DHT) regarding serious and/or persistent cases of bullying behaviour
- enter details of bullying behaviour incidents in SEEMiS applications (Bullying & Equalities and Pastoral Notes)
- provide feedback to staff who have reported any incident of bullying behaviour
- provide follow up to the young person who reported the bullying incident
- liaise with local resources/external partners if necessary

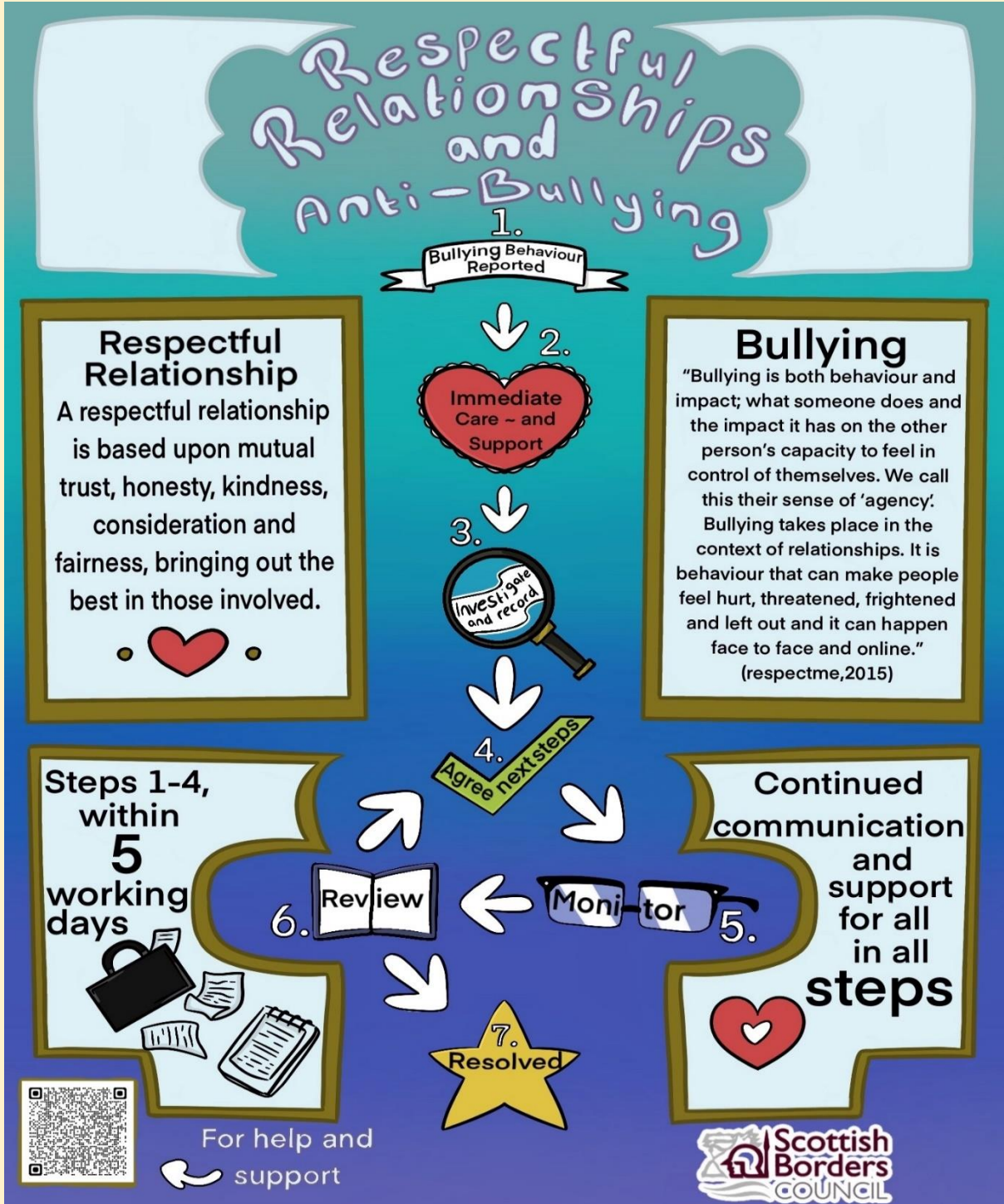
Pastoral Support Assistant (PSA)

The main role of the PSA is to support young people who have barriers to attending school and engaging with learning. Bullying behaviour may be such a barrier. The PSA is another adult in school who can support the overall wellbeing of young people and they will work closely with Pastoral staff.


*Pastoral staff will work within the timeline as set out in the Scottish Borders Council Respectful Relationships policy (details overleaf).



Scottish Borders Council Respectful Relationships and Anti-Bullying Policy Poster



Creating a culture of respect

A rectangular stamp with a dashed border and the text "anti-bullying" written inside.

Sanctions outline

PHS will always endeavour to use a restorative approach to repair any breakdown in relationship and this includes bullying. All teaching staff have been trained in restorative approaches.

Young people often don't understand the implications of their behaviour and the effect this has on others and it is up to the adults in their lives to educate them about this. However, if the behaviour does not change over time then sanctions would be used in order for young people to reflect further on this.

Sanctions are not used incrementally, the member of staff dealing with the incident will decide on the most appropriate course of action to take.

Examples include:

- phone call home
- parental meeting
- change of class/school transport
- withdrawal from timetable to attend senior classes and mobile phone removed
- after school detention
- loss of privilege
- exclusion*

*only used as a last resort in extreme cases

Creating a culture of respect

anti-bullying

Additional information and support

The PHS Anti-bullying policy is available to download on the [school website](#).



[PHS website.htm](#)

Section 2: Advice for Young People is available in hard copy - contact Mrs Moretta, Depute Headteacher.

Young people will be asked their views on bullying regularly.



[Respect Me.htm](#)

[Respectme](#) (Scotland's Anti-Bullying service) Policy through to Practice - Getting it Right document, the Scottish Government practice model Getting It Right for Every Child (Girfec) and [UNCRC](#) informed this policy.



[UNCRC.htm](#)

More Support

- [Anti-Bullying Alliance](#) - free videos explaining the effect of bullying and how to reduce bullying behaviour



[Anti-Bullying alliance.htm](#)

- [LGBT Youth Scotland](#) - live chat support 0300 123 2523 helpline@lgbthealth.org.uk



[LGBT Youth Scotland.htm](#)

- Ten steps to tackling homophobic abuse - [Stonewall guide](#)
- @KeithLGBTYS (LGBT Scotland Youth Worker for Scottish Borders)
- **Non Violent Communication**



Non Violent
Communication.htm

- 3. Things to bear in mind when you're using the key messages - Healthy relationships and consent: key messages for young people - gov.scot (www.gov.scot)
- <https://young.scot/get-informed/what-can-i-do-if-im-being-bullied-online/>
- **Respect Me** - anti-bullying video support for young people and families



Respect Me.htm

- <http://www.thinkyounow.co.uk>
- <http://www.ceop.co.uk>
- <http://www.lbp.police.uk/disability-hatecrime/index.asp>



One Peebles



Creating a culture of respect