

# K I L G R A S T O N

## ANTI-BULLYING POLICY

**Background-** The policy was written to reflect the Scottish Government's national approach to anti-bullying through 'Respect for All', the UNCRC, GIRFEC and The Equality Act 2010. The views of the whole school community were sought and taken into account whilst compiling the policy. Other services and documents referred to within the policy will be noted at the end of the document.

**Rationale** – The policy was agreed in order to:

- Create and maintain a caring community
- Uphold the values of the school
- Stress the importance of respect for the person and the property of others
- Instil respect for the individual from an early age
- Encourage the development of self-discipline and to take responsibility for their decisions and actions
- Ensure all receive their education in a safe and supportive environment
- Ensure all members of the school community are free from intimidation and fear

**Statement of Policy** - Kilgraston recognises that it is vital that the community within the school is safe, secure, healthy and a happy place for our pupils to attend without the fear of being subjected to bullying behaviour. Getting it Right For Every Child (GIRFEC) is the responsibility of every member of our learning community; ensuring that all children and young people are nurtured and supported to become confident individuals, effective contributors, successful learners and responsible citizens.

All schools, large or small, contain pupils who have the potential for bullying behaviour. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to speak out and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying behaviour is taking place is expected to tell staff. Swift, systematic and efficient means of dealing with incidents is necessary as well as staff having knowledge of the procedures which are necessary for effective results.

### **What is 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 the behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (*respectme*, 2015).

## **When is it not Bullying Behaviour?**

It is important for children and young people to discuss how they feel and to be helped to 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 have the ability to bounce back from this type of behaviour.

Early intervention and prevention are key elements of an approach focused on ensuring we are getting it right for all our children and young people. (Respect for All 2017).

At Kilgraston we are committed to challenging all types of bullying behaviour and language. 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 against 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)

In addition Kilgraston also supports and abides by the nine protected characteristics in relation to prejudice-based bullying as outlined in the Equality Act 2010. These are:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Race
- Religion or Belief
- Sex
- Sexual Orientation

It is to be noted that as a school we treat online bullying in the same way as we treat face to face bullying. We address online bullying effectively when we address it as part of our whole anti-bullying approach, not as a separate area of work or policy.

There is no legal definition of bullying in Scotland and therefore, as such, bullying is not a crime. Bullying can however be motivated by prejudice similar to hate crime. The distinction is, when a crime such as assault, graffiti or a breach of the peace that has been motivated by prejudice has taken place, it then becomes a crime.

Some online behaviour may be illegal, and pupils, parents and staff need to be aware of the far reaching consequences of posting inappropriate or harmful content online. In cases of sexual imagery, the Abusive Behaviour and Sexual Harm (Scotland) Act 2016, makes it clear that it is a crime to share non-consensual intimate images. Hate crime is defined by law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity.

### **Responding to Bullying**

Bullying can have the capacity to have short and long terms effects on the physical, emotional and mental wellbeing of those involved.

A pupil that is being bullied and/or those that are causing the bullying may have wellbeing needs and these should be addresses and supported using the eight SHANARRI Indicators; Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. As a school, Kilgraston also uses the indicators as a reference for pupils to reflect on their own behaviour.

See Appendix 1

### **Pupils**

If you are being bullied you must;

- Never suffer in silence
- Speak to an adult you trust (this could be your Tutor, Head of Year, Head of Pastoral Care, Residential Mistress, Chaplain, parent/guardian, anyone you feel comfortable talking to)
- You will be listened to and taken seriously
- You will be involved in discussing how the situation will be dealt with
- It will be investigated and appropriate, sensitive action will be taken
- The aim of the action will be to stop the bullying situation and restore self-esteem and confidence
- Parents will normally be contacted to ensure you have support at home

If you think a pupil is being bullied you must;

- Speak to an adult you trust (this could be your Tutor, Head of Year, Head of Pastoral Care, Residential Mistress, Chaplain, parent/guardian, anyone you feel comfortable talking to).

### **Parents/Guardians**

If you think your daughter is being bullied at school or during any activity/trip that is organised by school do not hesitate to contact school immediately and speak to your daughter's Head of Year, even if your daughter tells you not to.

We can only help if we know. Signs of bullying could include;

- Reluctance to attend school
- Changes in mood (becoming withdrawn, anxiety)
- Lack of contact with friends
- Damaged or missing belongings
- Change in habits (giving up extra-curricular activities, not attending clubs outside of school).

We will endeavour to do all we can to prevent and deal effectively with any bullying be it face to face or a misuse of Information and Communications Technology. We cannot however police this outside of school hours and the

monitoring of social networking/messaging is the responsibility of parents and guardians during this time.

### **Staff**

- When a member of staff is made aware that a pupil is being bullied they must report it IMMEDIATELY to the pupil's Head of Year
- The relevant Head of Department must also be informed if the incident took place in a classroom
- The incident will then be investigated fully. The Head of Year will discuss the incident with the Head of Pastoral Care. Statements (verbal and/or written) will be taken from any staff and students involved – the bully, the victim, and witnesses – staff and pupils
- Teaching, Residential and support staff will be informed to ensure support and close monitoring
- Parents will be contacted in all cases and will be invited into school where appropriate
- The incident will be recorded, data will be collated and evaluated and appropriate actions put in place. This will be done in line with Data Protection guidelines. The information will include:
  - The pupils involved as well as staff and other adults
  - Where and when the bullying took place
  - The type of bullying experienced, e.g. Name-calling, rumours, threats etc.
  - Any underlying prejudice, including details of protected characteristic(s)
  - Consideration of personal or additional support needs and wellbeing concerns
  - Actions taken including resolution at an individual or organisational level
- Appropriate support will be provided for the victim, the bully and witnesses if appropriate. The Head of Pastoral Care and Head of Year will discuss the most appropriate strategy to be used for the particular case
- Following the incident both the victim and the bully will need support to ensure there is no recurrence and the situation will be monitored closely for the appropriate length of time following the incident, with immediate follow up by the Head of Year if any further concerns are reported
- A multi-agency approach may be adopted if appropriate to the individual case

Sanctions will be appropriate to the individual case and may (in line with the schools behaviour policy) include:

- Restriction of opportunities to socialise at break/lunchtime i.e. supervised breaks/lunchtimes
- Detentions at lunchtime, after school (by prior notification)
- Placing on daily report
- Removal from parts of a timetabled curriculum for a fixed period of time
- Tutor Group changes
- Isolation
- In serious cases pupils may be excluded for a fixed term following the incident.

- In very serious cases pupils may be permanently excluded.

### **Additional Procedures**

The Head of Year will:

- Inform class teachers and ask them to be aware of the situation
- When appropriate work with the Head of Barat and Swinton or Mater to prepare a cohesive support plan
- Prepare any necessary report card or support plan
- Keep initial report on each pupil's file
- Retain records of all interventions and follow up discussion

### **In Addition**

Labelling children and young people as 'bullies' or 'victims' can be disempowering and unhelpful in changing their behaviour or supporting their recovery from being bullied. Labelling an action as bullying is a more effective way of motivating someone to change their bullying behaviour. When dealing with bullying behaviour staff are expected to distinguish between a person and their behaviour. Any bullying behaviour must be challenged, however all those involved (including those causing the bullying) should always be treated with respect. This does not diminish the seriousness or impact of bullying behaviour. It does however allow children and young people to change by telling them that the behaviour is bullying and that what they did is not acceptable rather than labelling them.

Each bullying incident will be reviewed by the Head of Pastoral Care and relevant Head of Year individually. When responding to incidents or accusations of bullying the following approach will be taken:

- What was the behaviour?
- What impact did it have?
- What does the pupil want to happen?
- What will be the next steps?
- What attitudes, prejudices or other factors have influenced the behaviour?

Those exhibiting bullying behaviour will need 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.

To those who demonstrate bullying behaviour, we will endeavour to provide clear expectations about their 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 also challenge prejudice and offer the chance to learn and change behaviour.

## **Prevention**

Our commitment is to:

- Ensure that all governors, teaching and non-teaching staff, pupils and parents are aware of the anti-bullying policy and follow it when bullying behaviour is reported
- Promote and encourage the situation in which pupils themselves actively discourage bullying and view the reporting of incidents as taking responsible action
- Encourage pupils to talk to staff about their concerns and reassure them they will always be listened to and kept safe. We aim to ensure the whole school community works together towards this goal
- Ensure that pupils have a voice in the forming and implementation of the anti-bullying policy
- Ensure that staff are alert to the possibility of bullying behaviour taking place, e.g. via tutor group meetings, meetings with their respective Head of Year, clear recording in 'Daybook' and making sure CPD opportunities are available to all staff either in house or via other agencies
- Ensure that staff are aware that any bullying behaviour in classrooms e.g. verbal abuse (including that with a sexual, racist and homophobic content) must always be challenged and never ignored
- Ensure that there is an emphasis on positive expectations of pupil behaviour
- Ensure that staff are on time for registration and lessons
- Ensure that all staff and pupils are aware of what is regarded as bullying behaviour and its consequences;
  - For pupils through assemblies, tutor time, PSHE
  - For all governors and staff (teaching and non-teaching), through staff meetings, inset and the policy itself.
- Explore and celebrate differences and diversity through a wide range of events in and outside of the curriculum

## **Initiatives**

Within the school we adopt a range of pro-active, preventative strategies to raise awareness, keep the profile of the anti-bullying policy high and reinforce the message that bullying behaviour is never acceptable. These include:

- Consultation with our pupil council which resulted in the following requests for inclusion in the policy;
  - A clear definition of what was bullying
  - A clear understanding of what sanctions would be in place
  - Expectation of an apology
  - Conflict resolution
- BFG/LFG – Each member of the U6 is allocated a younger pupil/s to mentor and support. They are trained in basic child protection and conflict resolution
- International Evenings – Where we celebrate each other's cultures and traditions

- Use of outside agencies to promote the importance of positive behaviour and address all types of bullying e.g.
  - Respect Me
  - Kidscape
  - NSPCC
  - Police Scotland
  - RASAC
  - Think u Know
- Independent Listening service
- Taking part in the national Anti-Bullying Week
- 'Be Smart' Internet Safety Programme (presented by U6 to Junior years)

## **POLICY REVIEW RECORD**

Person Responsible – Head of Pastoral Care

<b>Date</b>	<b>Action</b>	<b>Responsibility</b>
Jan 18	Policy re written	GMcF
Feb 18	Read and approved by representatives of pupil body	GMcF and RB (Head Girl)
Sept 18	Policy reviewed	GMcF

## **Further Information**

Government documentation and other agencies supporting this policy:

Scottish Government – Respect for All (2017)

Scottish Government –Equality Act (2010)

Data Protection Act (1998)

Children and Young People (Scotland) Act 2014

UNCRC - United Nations Convention on the Rights of the Child

Respect Me –Scotland’s anti – bullying service

Perth and Kinross –Anti- bullying strategy

Scottish Government - Digital Learning and Teaching Strategy

Think u Know - The education programme of the Child Exploitation and Online Protection Centre

Kidscape – Preventing bullying charity.

Education Scotland –Benchmarks –Personal and Social Education

**Support and guidance is available from a range of organisations that specialise in the prevention of anti-bullying behaviour and advice for anyone involved. The following are websites that are useful for staff, pupils and parents/guardians:**

[www.respectme.org.uk](http://www.respectme.org.uk)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

[www.seemescotland.org](http://www.seemescotland.org)

[www.nspcc.org.uk/schools](http://www.nspcc.org.uk/schools)

## How is Technology Used to Bully?

Technology can be used both positively and negatively. The table below explores the range of ways today's technology can be used.

Technology	Good For:	Examples of Misuse
Mobile Phones	Keeping in touch by voice or text, taking and sending pictures and film, listening to music, playing games, going online and sending emails. Useful in emergency situations and for teaching responsible independence.	Sending nasty/inappropriate calls or text messages, including threats, intimidation, and harassment. Taking and sharing humiliating images. Videoing other people being harassed and sending these to other phones or internet sites.
Instant Messenger	Text or voice chatting with friends online. A quick and effective way of keeping in touch even while working on other things.	Sending nasty messages or content. Using someone else's account to forward rude or mean messages via their contact list.
Chatrooms and message boards	Groups of people around the world can text or voice chat live about common interests. This can be an easy way to meet new people and explore issues which young people especially may be too shy to talk about in person.	Sending nasty or threatening anonymous messages. Groups of people deciding to pick on or ignore individuals. Making friends under false pretences-people pretending to be someone they are not in order to get personal information they can misuse in a range of ways –e.g. by spreading secrets or blackmailing.
Email	Sending electronic letters, pictures and other files quickly and cheaply anywhere in the world.	Sending nasty or threatening messages. Forwarding unsuitable content including Images and video clips, or sending computer viruses, Accessing someone else's account e.g. to forward personal emails or delete emails.
Webcams	Taking pictures or recording messages. Being able to see and	Making and sending inappropriate content. Persuading or

	talk to someone live on your computer screen. Bringing far off people and places to life.	threatening young people to act in inappropriate ways, Using inappropriate recordings to manipulate young people.
Social Network Sites	Socialising with friends and making new ones within online communities. Allowing young people to be creative online, even publishing online music. Personalising homepages and profiles, creating and uploading content.	Posting nasty comments, humiliating images/video. Accessing another person's account details and sending unpleasant messages, deleting information or making private information public. Groups of people picking on individuals, excluding them. Creating false profiles to pretend to be someone else, e.g. to bully, harass or get a person into trouble.
Video Hosting Sites	Accessing useful educational, entertaining and original creative video content and uploading your own.	Posting an embarrassing, humiliating film of someone.
Virtual Learning Environments (VLE's)	School site, usually available from home and school, set up for tracking and recording student assignments, tests and activities, with message boards and chat.	Posting inappropriate messages or images. Hacking into someone else's account to post inappropriate comments or delete schoolwork.
Gaming sites, consoles and virtual worlds	Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area.  Virtual worlds let users design their own avatars –a figure that represents them in a virtual world.	Name calling, making abusive/derogatory remarks. Players may pick on weaker or less experienced users, repeatedly 'killing' their characters.  Forwarding unwanted messages to other devices in the immediate vicinity.

Appendix 1



