

# Gleniffer High School



## Tackling Bullying Policy

## **1 Introduction and Rationale**

The vision for all Scotland's children is that all children should be confident individuals; effective contributors; successful learners; and responsible citizens. In order for these outcomes to be achieved, children should be: safe; healthy; achieving; nurtured; active; respected and responsible; and included. Gleniffer High School is fully committed to the Getting It Right for Every Child (GIRFEC) in agenda.

Bullying in all its forms and through increasingly sophisticated media is an issue which is increasingly causing concern in society as a whole. It can affect people at varying stages of their life. As a result, all organisations are expected to have in place an anti-bullying policy which is known to all. The Policy includes specific reference to equality and discrimination based bullying, including hate crime and cyber bullying.

Staff, pupils and parents all have a duty in relation to bullying, and expectations in this regard are indicated in:

- Getting It Right for Every Child (GIRFEC, updated 2012)
- Curriculum for Excellence, in particular the Health & Wellbeing Framework 2004
- The Equality Act 2010
- The Children and Young People Act 2014
- Education (Additional Support for Learning) (Scotland) Act 2004 and 2009
- The United Nations Convention on the Rights of the Child (UNCRC) 1989
- The Human Rights Act 1998
- The Standards in Scotland's Schools (Scotland) Act 2000
- Corporate Parenting Policy (Renfrewshire Council 2009)
- Guidance on Developing Policies to Promote the Safe and Responsible Use Of Mobile Technology In Schools (Scottish Government 2013)

The school's Tackling Bullying Policy makes it clear that it has a zero tolerance approach to bullying. It is a behaviour that is unacceptable in school.

In addition, to resolve bullying incidents within Renfrewshire Council guidelines, the school will support both victim and alleged perpetrator.

## **2 Aims**

### **Gleniffer High School aims to:**

1. Provide a high quality curriculum which is appropriate, balanced and stimulating for all pupils.
2. Ensure that all pupils achieve their highest level of attainment.
3. Develop and improve the quality of Learning and Teaching to meet the needs of all pupils.
4. Provide appropriate support for all pupils in personal, social, curricular and vocational development.
5. Create a welcoming, caring and safe environment for all users.
6. Make best use of available staff, resources, accommodation and school finances.
7. Maintain a high standard of management and leadership.

**This policy aims to:**

1. foster and encourage an ethos throughout the school where bullying is recognised as unacceptable
2. encourage pupils to tell someone about bullying.
3. reinforce the idea that there are no innocent bystanders: everyone has a responsibility.
4. give the victim support and self-confidence.
5. encourage the bully to see the situation from the victim's point of view.
6. seek reconciliation between the two parties.

### 3 Definition of bullying

The definition of bullying given in Renfrewshire Council's Policy on Anti Bullying is:

“Bullying leaves people feeling helpless, frightened, anxious, depressed or humiliated. Bullying is behaviour which can be, but not always, a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others.”

While one off incidents must be dealt with sensitively, with understanding of the impact on the children involved, they are not considered to be bullying. Similarly bullying does not include children falling out and differences of opinion between children. We recognise, however, that one off incidents could be equally harmful in terms of impact.

Bullying can take many forms. It can include physical aggression, intimidation, threatening, extorting, pressurising, name-calling or teasing. Less obvious examples such as ignoring or excluding someone are also regarded as bullying and their possible effects should not be minimised.

Cyber bullying is the term used to define bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites such as Facebook. It includes texts, messages or images, which hurt, intimidate or embarrass another person which are sent or posted (respectme, Scotland's Anti-bullying service, 2009). Cyber bullying is not carried out face to face and people often don't know the identity of the person targeting them.

Bullying may be based on prejudice because of difference or perceived difference, on the perceived characteristics of the child or a group to which the child is perceived to belong such as:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

Prejudice based bullying which relates to the protected characteristics of the Equality Act such as race, religion, sexual orientation, transgender identity and disability may also be classified as a 'hate crime'.

The impact of bullying behaviour may lead to

- health issues
- reduced self confidence
- poor or non attendance at school
- withdrawal from normal activities
- loneliness
- anxiety and depression
- tearfulness
- humiliation

- feeling unsafe and fearful
- changes to behaviour and/or physical appearance
- aggression
- demonstrating bullying behaviour towards others
- eating disorders
- self harm and suicidal thoughts

## **4 Prevention**

There are considerable benefits from consistently promoting positive relationships, intervening at an early stage and using restorative practices such as:

- improved safety for young people
- improved mental and emotional well-being
- improved and respectful relationships
- improved empathic understanding
- increased standards of behaviour
- improved understanding of individual responsibility and shared accountability
- improved academic performance
- increased self esteem and motivation
- improved attendance
- improved partnerships, communication and trust among all parties
- improved social competence for life

The ethos of the school, through its aims, values and vision, is one which promotes individuals to feel supported. Young people (and staff) feel safe, supported and confident to report bullying.

The school has a number of initiatives in place within the curriculum to emphasise a zero tolerance approach to bullying.

The Behaviour Management Policy promotes the use of restorative approaches in dealing with a breakdown in relationships. A restorative approach consists of asking the following key questions:

- What has happened?
- Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?

## **5 Dealing with a referred incident**

Any member of staff may be involved in investigating an incident or report of bullying. A report of bullying should be taken seriously and acted upon. The key to resolving any incidence of bullying is to ensure similar incidents do not occur.

If a member of staff is given information by the victim or third party, they should record the information and pass it quickly to the relevant PT Pastoral Support. The top part of the standard logging form should be used. This is available from the school office (see Appendix 3).

Pastoral Support teachers may also receive reports from the contact sheets completed in PSE. Additionally, a report may be made by a parent or carer.

In the first instance professional judgement should be used in deciding appropriate action. If there is any uncertainty about this, staff should consult with the relevant year group Depute Head Teacher or the Anti-bullying Co-ordinator. The Anti-bullying Co-ordinator is Evelyn Feggans (DHT Pupil Support).

Initial actions may be counselling for both the victim and alleged perpetrator. This can be done either individually or together. The victim should be interviewed

within an agreed to time to see if the problem has been resolved. In this case, the standard logging form should be completed, without a reference number, and kept on file.

If the investigation shows that further action needs to be taken against the perpetrator then:

- it must be explained that the incident will be recorded.
- parents must be contacted and /or interviewed.
- if necessary and depending on the severity of the circumstances, the police may be notified.

In this case, the standard logging form should be completed, assigned a reference number and held centrally in the school office, (copied to relevant pupil files). The school Anti-Bullying Co-ordinator must also be informed of the incident and action taken. The incident will then be logged on the local authority monitoring form.

Sanctions that **may** be considered in dealing with perpetrators:

- positive behaviour strategies
- referral to the Extended Support Team (EST)
- referral to social skills group
- referral to Educational Psychologist and/or Home Link Service.
- withdrawal of privileges
- further school sanctions e.g. detention or, if deemed appropriate, exclusion from school.

Again, there should be a follow up interview with the victim within an agreed time scale and the update logging form should be completed and held on file.

The school must have a record of all bullying incidents, especially when any of the following factors are involved;

- the bullying behaviour is repeated despite previous warning.
- the behaviour is premeditated or calculated.
- the safety of the victim(s) has been threatened.
- there is a clear intent to bully.

**The school's monitoring form will be returned to the local authority at the end of April each year.**

## Appendix 1

### Gleniffer High School

#### Anti-Bullying Policy

##### Leaflet for pupils

Bullying is wrong.

Nobody has the right to hurt other people by hitting them, kicking them, constantly calling them names, sending them threatening text messages, spreading rumours about them, putting up hurtful posts on Facebook or doing anything else which is intended to be upsetting. This includes deliberately ignoring or excluding someone.

The school has a zero tolerance approach to bullying. It is unacceptable behaviour.

The school has a number of ways to help stop bullying.

What you can do -

- 1 The important thing is to **do something**. The school can act to stop bullying - if they know it is happening.
- 2 **Tell someone** - your Pastoral Support teacher, a teacher you get on well with, a friend who can help you tell a teacher, your parents or a relative.
- 3 If you feel uncomfortable about making the first approach, use the contact sheet at PSE to tell someone. Your Pastoral Support teacher will come too you if you tick 'yes'.
- 4 Write down what has been happening. Remember to be as factual as possible. Discuss this with your Pastoral Support teacher or other trusted adult.

Remember -

- do not blame yourself
- do not try to deal with it on your own, there is nothing wrong with asking for help
- do not hit out/back; you may end up being accused of bullying someone

Helping others -

You do not have to be the one being bullied yourself to act. If you see someone else being bullied and do nothing, the bullies may think you agree with what they are doing. Remember, **zero tolerance!**

If you know someone is being bullied, make sure that a teacher knows. If you do nothing it could be your turn next .....

Further information and help -

Childline's special Bullying Helpline - 0800 44 11 11  
[www.antibullying.net](http://www.antibullying.net)



## Appendix 2

### Gleniffer High School

#### Anti-Bullying Policy

##### Leaflet for parents

Bullying is an unacceptable behaviour. We have a zero tolerance approach to all forms of bullying. The school has a policy in place to deal with any reports of bullying. Crucially, however, the school can only act if they know that bullying is taking place. Parents and carers have a role to play.

#### **Signs that your child may be being bullied**

Bullying can cause stress and anxiety which can affect a child's health. Symptoms may include headaches, sleepless nights, stomach upset, loss of confidence or self-esteem, depression, or not wanting to go to school. Of course, there may be other causes of these symptoms, but if you are concerned then please contact the school (01505 813116) and ask for your child's Pastoral Support teacher:

Brodie – Mr Parsons  
Glen – Mrs Denny  
Moredun – Miss Cameron  
Thornly – Mrs Harris

Your child will need your love and support to deal with the bullying. Crucially, they should be reminded that it is not their fault, they are not to blame. Your support with actions suggested by the school is greatly appreciated.

#### **What can I do if it involves texting or internet messaging? (Cyberbullying)**

The increasing use of ICT at home has opened up new areas for potential bullying – emails, chat rooms, web sites and the well known instant messenger services. These are generally out with the control of the school as they happen at home. (The school has a protection system that does not allow access to these sites on school computers).

The two main options for someone dealing with cyberbullying are the police or a solicitor. However, there are a number of things you can do to support your child

#### Practical solutions

- stop the activity
- complain to the service provider
- block the messages/sender
- contact the mobile phone operator
- forward messages to [abus@isp.com](mailto:abus@isp.com)
- NEVER REPLY
- KEEP MESSAGES
- fkbo.net will show how to print out a copy of chat room abuse
- contact Police
- contact ceops

Additional information [www.antibullying.net](http://www.antibullying.net)  
[www.betterbehaviourscotland.gov.uk](http://www.betterbehaviourscotland.gov.uk)  
[www.childline.org.uk](http://www.childline.org.uk)  
[www.antibullying@glenifferhigh.renfrewshire.sch.uk](mailto:www.antibullying@glenifferhigh.renfrewshire.sch.uk)  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
[www.ceop.police.uk](http://www.ceop.police.uk)

# GLENIFFER HIGH SCHOOL



## Renfrewshire vices Renfrewshire's Policy on Anti-Bullying Logging Form

Establishment / Setting Name \_\_\_\_\_

Child/ Young Person's Name \_\_\_\_\_

Class \_\_\_\_\_ Ref. No. \_\_\_\_\_

<b>Bullying Behaviour</b> (tick all that apply) Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Written <input type="checkbox"/> Online <input type="checkbox"/> Graffiti <input type="checkbox"/> Damage to Personal Property <input type="checkbox"/> Emotional/Psychological <input type="checkbox"/>	
<b>Bullying – Protected Characteristics</b>  Disability <input type="checkbox"/> Gender reassignment <input type="checkbox"/> Race <input type="checkbox"/> Religion/Belief <input type="checkbox"/> Sex <input type="checkbox"/> Sexual Orientation <input type="checkbox"/>  Pregnancy/Maternity <input type="checkbox"/>	<b>Bullying - Other Characteristics</b> Looked After <input type="checkbox"/> Socio-economic <input type="checkbox"/> Other <input type="checkbox"/> (must specify) _____
<b>Child/young person experiencing bullying behaviour</b> Name: _____ D.O.B: / / Registration Class: Stage:	
Incident Date: / / Time:	
<b>Details of incident/allegation</b> (to be completed by member of staff reporting incident)	
<b>Outcome of investigation - Bullying? YES/NO</b>	

# GLENIFFER HIGH SCHOOL



**Renfrewshire Council: Children's Services  
Renfrewshire's Policy on Anti-Bullying  
Review/Update Form**

Details of progress	Date completed

Signature of Head/Anti-Bullying Co-ordinator \_\_\_\_\_

Details of progress	Date completed

Signature of Head/Anti-Bullying Co-ordinator \_\_\_\_\_

Details of progress	Date completed

Signature of Head/Anti-Bullying Co-ordinator \_\_\_\_\_

