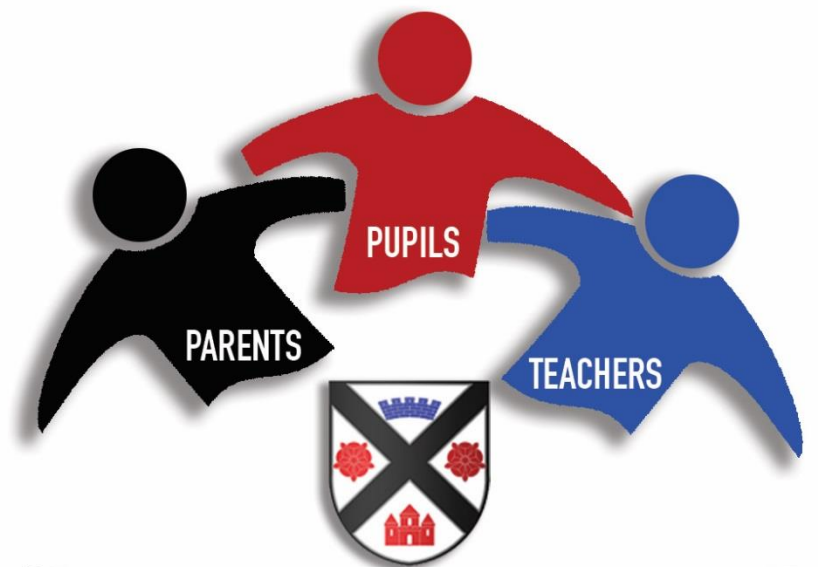


Gleniffer High School

# Anti-Bullying Policy

February 2019



**WORKING TOGETHER**

## **1. Policy Statement**

As a nurture school, the wellbeing of our pupils sits at the very heart of everything we aim to achieve in Gleniffer High School. We believe that each individual child and young person has the right to be safe, healthy, respected and included and will be given every opportunity to achieve their full potential. We aim to create an environment in Gleniffer where a culture of bullying cannot survive and will work in partnership with pupils, parents and carers, staff and all other stakeholders to ensure all of our young people have a positive learning experience and thrive as part of our school community.

Our Anti-Bullying Policy is clear that there is a zero tolerance approach to bullying. It is behaviour that is unacceptable in Gleniffer High School and in our wider school community.

## **2. Policy Framework**

This policy reflects the belief that bullying is a breach of the United Nations (UN) Convention on the Rights of the Child (1992). The policy is written in line with the recently revised Renfrewshire Council Policy which has been informed by 'Respect for All: A National Approach to Anti-Bullying for Scotland's Children and Young People (The Scottish Government 2017).

### 3. Consultation Process

In the development of this policy the school consulted staff, parents and carers (122 parental responses) gaining feedback through online questionnaire surveys on our school website. The views of 250 pupils were gathered through questionnaires carried out with a cross section of pupils from all year groups ranging from S1 to S6. The Pupil Council also provided valuable feedback through a focus group meeting.

#### 3.1 Key Messages from:

- **Parents and Carers-** Parent's responses were generally positive with the key themes emerging mainly around developing a partnership with parents and ensuring improved communication and inclusion of parents receiving more feedback. Parents would like to see visible sanctions and would like to see children who bully receiving support to understand the impact of their behaviour. Generally, most parents and carers felt confident in the School Senior Leadership Team to address any instances of bullying while those who did not went on to state they had not experienced any bullying while their child was in school.

#### 3.2 Key Messages from:

- **Pupils-** Pupils were generally very positive about the support they received from the Pastoral team and felt they could talk easily to them and this made them feel safe. Pupils are happy with the level of staff supervision in and out of school at lunchtime and interval and generally felt staff are very approachable. Some pupils mentioned the Inclusion Support Assistants were doing a good job and agreed that parents should be involved with the school if an issue of bullying occurs.  
Some pupil responses did indicate however a level of anxiety around the corridors and particularly the stairwells which are unsupervised. They felt the punishments and strategies used did not make any difference and were often not appropriate and that some teachers were too dismissive and did not listen. Some felt pupils who had previously been disciplined for bullying were still rewarded and there was a belief that Anti-bullying was not high profile enough and only really was talked about once a year in Anti-Bullying Week and should be talked about at each assembly.

#### 3.3 Key Messages from:

- **Staff-** Staff generally felt issues of bullying were dealt with effectively when reported however most teachers saw this primarily as the responsibility of the Pastoral teachers or Senior Leadership Team.

#### 4. Definition

Gleniffer High School has adopted the definition of bullying used in the Renfrewshire Council Policy and in 'Respect for All'.

*We regard bullying as both **behaviour** and **impact**. When the impact of certain behaviour affects a young person's capacity to feel in control of themselves or make their own decisions and choices we call this their sense of '**agency**'. When a child's agency is affected then we regard this as bullying.*

All behaviour incidents must be dealt with and an understanding of the impact on the young person involved must also be addressed. However not all behaviour is considered to be bullying. We recognise that one off incidents can be equally harmful as repetitive ones in terms of impact. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and excluded. This can happen face to face or online.

Bullying can affect young people physically and emotionally. It can include physical aggression, intimidation, threatening, extortion, pressurising, name-calling or teasing. Less obvious examples such as knowingly ignoring or excluding someone can also be regarded as bullying and their effects should not be minimised. Bullying can happen online or on a range of mobile devices.

In Gleniffer High School we are committed to ensuring all prejudiced based bullying will not be tolerated and will be taken very seriously.

The Equality Act 2010 is designed to protect people from discrimination in the workplace and the wider community such as in Education or as a consumer. This Act sets out that it is unlawful to discriminate against a person due to the following personal characteristics:

- age
- being or becoming a transgender person
- Young Carers, Looked After
- being pregnant or having a child
- disability
- religion, belief or lack of religion/belief
- gender
- sexual orientation, including homophobia
- race including colour, nationality, ethnic or national origin

This list is not exhaustive and could include any other aspect of difference.

## **5. In our school we aim to create an environment where bullying cannot thrive**

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

- S1 & S2 complete a Pastoral weekly contact sheet requesting a meeting with their Pastoral PT if required (where support can be requested).
- We actively encourage S1 pupils remain on the school campus at interval and lunchtime to facilitate greater level of supervision.
- Lessons on Anti-bullying are incorporated into the PSE programme
- Raising awareness of bullying and unacceptable behaviour by participating in the **National Anti-Bullying Week** in November of each year
- Termly Health and Wellbeing check-ins have now been introduced to all year groups
- Highlighting the issue at monthly assemblies where we promote our core school values.
- Wellbeing coaches interview all S1 pupils and complete a wellbeing assessment (based on the SHANARRI indicators) which is assessed and where required actioned by Pastoral.
- Peer mentoring programme and an S6 Buddy initiative is in place and is used to support more vulnerable pupils
- A Pastoral 'drop in' is available at lunchtime and interval
- Anti-Bullying Glow account is set up to report any incidences of bullying.
- Report any incidences of bullying via the 'Bully Box' located in the school office.
- Pupil Support Learning Hub, Hearty Lives, Hot Chocolate club etc are accessible to pupils at interval and lunchtime who benefit from smaller social spaces.
- Senior Leadership Team, volunteer staff & classroom assistants are on daily supervision duty and patrol inside and outside the school building at interval, lunch break and at the end of the school day.
- Our Community Police patrol the local area and are on hand for advice if required

## **6. Procedures to Follow**

### **6.1 What should a young person do if they think they are being bullied?**

If you are not certain whether an incident or series of incidents amounts to bullying consider first whether you feel able to raise the problem informally with the person responsible. You should explain clearly to them that their behaviour is not welcome or makes you feel uncomfortable. If this is too difficult for you then you should do the following:

- It is important that all incidences of alleged bullying are reported immediately to a trusted adult (teacher, Pastoral Support teacher, parent or friend). This can be done in person, by telephone, email or by your parent or carer.
- Make or request an appointment or speak to your Pastoral Support teacher or any other member of staff you feel you can trust.

## **What can you expect to happen?**

- Your Pastoral teacher will meet with you as quickly as possible to discuss your concerns.
- When appropriate, your Pastoral Teacher will ask you what you want them to do and, when possible, will follow your wishes depending on the serious nature of the allegation or incident.
- The Pastoral Support Teacher will then assess the situation and may interview pupils and witnesses.
- Your Pastoral teacher may contact your parents or carer to discuss the alleged incident. The parents and carers of the person or persons accused of bullying may also be contacted.
- The Pastoral Support teacher will endeavour to resolve the situation to the satisfaction of all parties involved. This may result in sanctions being put in place by the House Depute Head Teacher or Head Teacher as a consequence of the behaviour(s) demonstrated.
- If agreed a restorative meeting between both parties will be facilitated by the PT Pastoral Support at the appropriate time.

## **6.2 What should you do if you are being bullied online?**

- Please refer to **Appendix 1** for advice

## **6.3 What should Parents do if you think your child is being bullied?**

There are many warning signs that may indicate that your child may be affected by bullying – either being bullied or bullying others. Recognising these signs is an important first step in taking action against bullying. (**Appendix 2**)

- Once you have spoken to your child and established the details of the bullying incident(s), act immediately. Call the school and speak to or schedule a meeting with your child's Pastoral Support Teacher.
- We advise you do not come to the school without an appointment as the member of staff may not be available to meet with you which will increase your anxiety around the situation
- We advise you not to contact the parents of the alleged bully as this may inhibit the school's ability to resolve the situation.

## **What can you expect to happen?**

- Your child's Pastoral teacher will contact you or meet with you as quickly as possible to discuss your concerns.
- Your child's Pastoral Teacher will then decide if the concern requires further investigation. To complete the investigation they may interview those against whom the allegation of bullying is made and any other person who may have witnessed it.
- If necessary your child's Pastoral Teacher may also contact the parents and carers of the person or persons accused of bullying.
- The Pastoral Support teacher will endeavour to resolve the situation to the satisfaction of all parties involved. This solution –oriented approach is

designed to help young people change the way they behave without being stigmatised. This may result in sanctions being put in place by the House Depute Head Teacher or Head Teacher as a consequence of the behaviour(s) demonstrated. The level of sanction will be appropriate to the seriousness of the incident.

- If agreed a restorative meeting between the young people involved can be facilitated by a PT Pastoral Support.
- It is important that you feel you are fully consulted and informed and are satisfied with the outcome. If you are not then please contact your child's Depute Head Teacher.
- The school will aim to complete an assessment within three working days and implement any remedial action and communicate the outcome to affected children, young people and parents thereafter.

#### **6.4 What is the expectation from GHS staff?**

As a nurture school it is the expectation that **all** staff in Gleniffer High School are responsible for the wellbeing of all pupils in their care. When a pupil chooses to speak with a trusted member of staff about a perceived bullying incident they should respond by asking themselves:

- What was the behaviour?
- What impact did it have?
- What does this child want me to do?
- What do I need to do about it?
- Is there any evidence of prejudice behaviour or attitudes?

If you then feel this is an issue that requires greater investigation, advice should be sought from the relevant Pastoral Support Teacher and your involvement logged. See Appendix 3.

#### **7. Children or young people displaying bullying behaviour**

- Consideration is given to both discipline and support for the children or young people whose behaviour has led to an incidence of reported bullying.  
**Disciplinary procedures against pupils are intended to change or modify behaviour rather than label anyone as a bully.**
- Gleniffer High School will work to support pupils who exhibit bullying behaviour by accessing a range of interventions and available resources appropriate to the bullying incident.
- If all interventions have been exhausted and there is no improvement in behaviour we will have no option but to exclude the pupil from school.
- The school will seek additional support from the local authority should it become necessary.

#### **8. Monitoring and Recording incidences of Bullying**

- Gleniffer High School has a number of initiatives already in place to facilitate the reporting of a bullying incident (refer to section 5.)

- Regardless of the outcome of the incident any interaction with pupil and / or parents will be logged.
- All reported incidents of alleged bullying must be initially recorded on the school server
- Each incident of bullying which takes place in the school will be recorded in the Bullying & Equalities Module within SEEMIS Click & Go which is the main information system used to hold pupil information in Scottish schools
- When recording bullying incidents, the following information must be included: *Young people involved, type of bullying experienced, any underlying prejudices, the impact of the bullying and all actions taken.*
- Information on bullying will be monitored by the Senior Leadership Team



## **Appendix 1**

### **How to deal with Cyberbullying**

- It is important that the young person tells a trusted adult e.g. a parent, or friend
- You should not reply to any nasty messages you receive.
- Keep the messages that have been sent so they can be used as evidence.
- Don't share, comment, or like any bullying posts. Sharing or commenting could make the bullying worse.
- Report to the site administration team to request to have the post removed.
- Contact the police if something is serious

## **Appendix 2**

### **Signs that your child may be affected by bullying**

#### **Signs a Child Is Being Bullied**

Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.

Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits. The child may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

#### **Signs a Child is Bullying Others**

Kids may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others

- Are increasingly aggressive
- Are sent to the Senior Leadership Team or to the Behaviour Centre frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

**Policy will be initially reviewed in April 2020 and thereafter on a three year cycle (February 2022)**