

POLICY

OUR VALUES AND BELIEFS

All pupils and staff have the right to feel happy, safe and included.

Our shared values of mutual respect between staff and pupils and our high expectations of success within a caring and supportive environment form the basis of our positive school ethos. Within the wider school community, we promote tolerance and understanding; we value and celebrate diversity.

We are committed to promoting equality of opportunity for all and we work actively towards eliminating all forms of bullying and discrimination

We recognise the effects that bullying and discrimination can have on a young person's feelings of worth, on their health and wellbeing and on their school work. We actively foster good relations between diverse groups and individuals.

We recognise that certain individuals and groups in society experience disadvantage, prejudice or discrimination because of their age, disability, ethnicity, gender, gender change, looked-after status, pregnancy or maternity, religion or belief, sexual orientation, physical appearance and socio-economic status or any combination of these.

DEFINITIONS

Bullying Behaviour

Bullying behaviour is an abuse of power that is defined by its effects, regardless of whether these were the intended effects. People who are bullied are hurt, physically or emotionally, by something someone else has done or said to them or about them. They are likely to fear that this will happen again and feel powerless to stop it. Bullying behaviour is also a breach of children's rights under several articles of the Convention on the Rights of the Child.

Bullying behaviours may include:

- Name calling, teasing, putting down or threatening
- Ignoring, leaving out or spreading rumours
- Hitting, tripping, kicking
- Stealing and damaging belongings
- Sending an abusive text, email or instant message, or posting an abusive comment on a social networking site (Cyber bullying)
- Making people feel like they are being bullied or fearful of being bullied
- Targeting someone because of who they are or who they are perceived to be. (This may include racism, sexism, disability or homophobia, as well as differences in socio-economic background.)

Cyber-bullying

Cyber-bullying is bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites.

Equalities

We use the legal definition of 'equalities', which gives protection to people who have specific characteristics - for example being gay, lesbian or bisexual or from a minority ethnic group or disabled or old. It also includes boys and girls and anyone undergoing gender change, as well as those of particular faith groups. The Equality Act 2010 defines these as 'protected groups'. Looked-after children, young carers and children and young people from poor backgrounds are also included as equalities groups.

RESPONSIBILITIES

The Rector is responsible for introducing and implementing this policy. However, all staff, all pupils and their parents have an active part to play in the development and effective implementation of the policy.

Pupils are expected to

- be aware of school procedures in reporting all incidents of bullying and suspected incidents that other young people may be afraid to report
- learn, understand and question what bullying behaviour is
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.
- promote positive attitudes and good relationships

Teachers are expected to

- be proactive in implementing the policy
- to treat all allegations seriously, dealing with them appropriately and effectively
- to keep records
- to inform the equalities co-ordinator of any instances of bullying
- promote positive attitudes and good relationships

Parents are expected to

- support our anti-bullying policy and procedures.
- encourage their children to be positive members of the school community.
- Discuss with their child's guidance teacher any concerns that their child may be experiencing
- help to establish an anti-bullying culture outside of school.
- speak to the Head Teacher if their concerns are serious and ongoing

The Equalities Co-ordinator (the Support for Pupils DHT), in consultation with the headteacher, is expected to

- introduce and implement the policy
- keep all internal and external records relating to issues of equality and bullying behaviour
- ensure all new staff are familiar with this policy.
- monitor and report annually on the implementation of this policy.
- supervise the review and updating of this policy at least every four years.

CONCERNS AND FEEDBACK

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we ask that this be brought to the Rector's notice. If the Rector cannot resolve these concerns, parents can raise their concerns with the Department's Advice and Conciliation Service. We are also pleased to receive positive feedback when a situation has been dealt with and resolved.

COMMUNICATING THIS POLICY

We promote our anti-bullying, equality and diversity policy throughout the session. The policy is on the school web-site and various posters are on display around the school advising pupils how they can report bullying or seek confidential help. The email service is regularly promoted via the school bulletin. The policy is also reinforced through PSE classes and assemblies.

EVALUATING AND REVIEWING OUR POLICY

We evaluate the effectiveness of this policy on an annual basis, reviewing the number of incidents that are reported alongside the attendance, exclusions, attainment and achievement of pupils in protected groups.

Pupils' perceptions and experiences of bullying are reviewed through questionnaires and focus groups.

The feedback received from parents is also taken into consideration.

The policy and procedures are formally reviewed every 4 years.

PROCEDURES

PREVENTION

By promoting a positive school ethos with regard to bullying, equalities and health and wellbeing, we hope to prevent instances of bullying taking place:

- Posters on the school notice boards and classrooms are regularly updated and used to remind pupils that bullying and discrimination are not acceptable. Posters also remind pupils what to do if they or someone they know is being bullied.

- Regular surveys and focus groups are carried out to evaluate ethos and health and wellbeing in the school.
- We work with other agencies and partners in health, police and the voluntary sector to promote a positive ethos. This also includes working with organisations such as Stonewall.
- The school holds diversity and anti-bullying projects to raise the profile of these issues.
- A pupils' comments box is located in the guidance office and a confidential email service is regularly promoted.
- There is a highly regarded befriending system in place to support transition from primary school and senior pupils have also been trained in peaceful resolution to conflict (Peacejam) in order to promote the positive school ethos.
- Bullying and equalities issues are a standing item on our Pupil Council agenda.
- Our staff are supported in accessing professional development opportunities that increase their awareness and understanding of bullying, prejudice and discrimination as well as skills in restorative justice.

Curriculum for Excellence is used to:

- Increase knowledge of children's rights and responsibilities as responsible citizens
- Provide age-appropriate reading materials and resources that provide a balanced diversity, e.g. family structures that include single parents, ethnic minorities, disabled people and same-sex parents.
- Monitor and improve where needed the attainment and achievement of pupils in protected groups to develop successful learners
- Ensure that children and young people in protected groups are appropriately included in developing pupil participation as effective contributors.
- Build resilience and empathy in young people as confident individuals
- Raise awareness about bullying and our Equality, Diversity and Anti-Bullying Policy across a range of school subjects.

WHAT WE DO WHEN BULLYING OCCURS

A young person may not be engaging consciously in bullying behaviour, but its impact is still felt and this is taken seriously. The level of awareness of a young person who is bullying is a significant factor in how it is dealt with.

Pupils who experience bullying behaviour or discrimination will be listened to and will be supported.

Pupils who engage in bullying behaviour or discrimination will be treated fairly and consistently using a range of measures.

Some examples of our strategies are

- Restorative practices, including acknowledging grievances
- Involvement of a parent/carer where appropriate
- Peer mentoring and mediation
- De-escalation strategies
- Physical separation of person/people bullying, where necessary and possible
- Use of Support base, safe room to bolster confidence and provide support
- Sanctions, including loss of privileges

- Assessment of additional support needs, including counselling, for person being bullied or person bullying.
- Involvement of other agencies and partners in health, police and voluntary sector.
- Referral to specific support service, such as the school counsellor, the community police officer, the Educational Psychologist, the Education Welfare Service, the Social Work service or the Child and Adolescent Mental Health Service.
- If appropriate, Child Protection procedures will be considered
- Exclusion from school is not itself a sanction or punishment for bullying behaviour and will only be used in cases of extreme or sustained instances of bullying.

Our support to pupils who are bullied or discriminated against

Young people are reassured that they do not deserve this and it is not their fault.

We assure them that it was right to report the incident.

We encourage them to talk about how they feel and try to ascertain the extent of the problem.

We involve them in making choices about how the matter may be resolved

We discuss strategies for being safe and staying safe.

We ask them to report immediately any further incidents to us.

We affirm that it can be stopped and that we will persist with intervention until it does.

Our work with pupils who bully others

We address the bullying behaviour and do not treat the young person as a bully.

We interview the pupil (or pupils) involved in bullying separately.

We listen to their version of events and talk to anyone who may have witnessed the bullying.

We reinforce the message that bullying is not acceptable, and that we expect it to stop.

We seek a commitment to this end.

We affirm that it is right for pupils to let us know when they are being bullied.

We consider sanctions under our school's Behaviour/Discipline Policy.

We consider whether other referrals (to the educational psychologist, counsellor or police, for instance) are required.

We advise pupils responsible for bullying that we check to ensure that bullying stops.

We ensure that those involved know that we have done so.

When bullying occurs, we contact the parents of the pupils involved at an early stage.

We follow up after incidents to check that the bullying has not started again in any form (for instance if someone else has been encouraged to take over the intimidation).

We work with pupils who have been involved in bullying others to ascertain the sort of support that they need.

Reporting and Recording Incidents

Pupils who have been bullied should report this to their guidance teacher or their year head, or any member of staff if they prefer.

Pupils who see others being bullied should report this to their guidance teacher or their year head, or any other member of staff.

Members of staff who receive reports that a pupil has been bullied should report this to the appropriate Support for Pupils Leader. The member of staff should complete the first part of the

Investigation into Claim of Bullying form and pass copies of this to the Equalities Co-ordinator and the SfP Leader as soon as possible.

In some instances it may be more appropriate for a Year Head to conduct the investigation than the Support for Pupils Leader, in which case the SfP Leader will pass the form to the Year Head. The Year Head or Guidance Teacher will complete the form when the investigation is complete and pass the paperwork to the Equalities Co-ordinator.

Reports of bullying are logged by the Equalities Co-ordinator.

Records are kept by the Equalities Co-ordinator.

All incidents are recorded and acts of bullying or discrimination on ground of race, disability, gender, faith and sexual orientation are of equal concern and are all clearly distinguishable

We send annual reports of incidents to our departmental equalities colleagues on request

CYBERBULLYING AND BULLYING OUTSIDE THE SCHOOL PREMISES

We know that bullying can occur outside the school gates and via mobile phones and social network internet sites. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent informs us of bullying outwith the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Head Teacher of another school whose pupils are allegedly bullying.
- Talk to the transport company about bullying on buses.
- Talk to the police, where appropriate.

PLANNING

We examine and use all available information to ensure that the promotion of equality and anti-bullying issues are contained within our improvement plans.

EQUALITY IMPACTS ANALYSIS

When reviewing or creating any new policies or services within our school, we give due regard to all protected groups and consider whether any individual or group might experience a particularly positive or negative impact. We keep a record of this and where necessary we take steps to reduce any negative impact.

INVOLVEMENT

We actively encourage all our young people to participate in school and extra-curricular activities and we take positive action to make sure that the diverse school population is represented in activities, surveys and our student council.

GATHERING AND MONITORING INFORMATION examples

Our school routinely monitors attainment of pupils by ethnicity and gender. We are also committed to developing measures for monitoring the achievements of our looked-after and disabled pupils.

We also monitor attendance and exclusion of pupils by ethnicity, disability and gender. We examine our annual records of incidents and survey information

We use information from surveys of pupils' views and opinions

We take active steps to ensure that all data held on pupils' disabilities, ethnicity, caring and looked-after status is accurate and regularly reviewed.

BULLYING BEHAVIOUR TOWARDS STAFF

Staff who feel they have been victims of bullying behaviour have recourse to the Fair Treatment at Work Policy. This policy can be accessed on the Orb. They should seek the advice of their line manager in the first instance or the Rector if this is more appropriate. They are also advised to seek advice and support from their professional association.

This policy and procedures document has been developed in accordance with CEC (Children and Families) policy and with the Scottish Government paper *A National Approach to Anti-Bullying for Scotland's Children and Young People. (2010)*

Appendix 1

Form (lilac) for use by staff in recording an investigation into a report of bullying

Appendix 2

Form (white – electronic) for logging instances of bullying or discrimination with CEC