

Anti- Bullying Policy

Holy Cross High School





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Introduction

South Lanarkshire Council is committed to providing a safe, supportive environment for all young people in its educational establishments.

At Holy Cross High School, our values are based on respect, dignity, fairness and inclusion for all young people. We understand that although bullying does occur in every school, it is never acceptable and young people have the right to learn in a safe, secure environment.

The following policy does not only recognise the importance of dealing with bullying behaviour but incorporates this in the context of sustaining a positive ethos. If we promote a positive ethos in our school based on inclusion, compassion and Christian values, we can help tackle the issues that lead to bullying in the first place, making Holy Cross High School a safe place for all children and young people.

This policy has been developed in partnership with a number of key stakeholders including the young people, parents, staff and the Anti-Bullying Committee of Holy Cross High School. It has also followed the close guidance of **'Treat Me Well'** South Lanarkshire Councils anti-bullying guidelines and **RespectMe** Scotland's anti-bullying service.

This policy is intended to be an overall guide to assist staff in working in partnership with parents and other agencies to help ensure that young people are learning in a safe educational environment and are treated well by their peers. The main components within the policy framework are:

1. Clear definition of bullying
2. Bullying and the law
3. Positive ethos- a proactive approach
4. A procedure for handling bullying incidents
5. Recording, monitoring and evaluating

Mr Reilly

Head Teacher



1. Definition of Bullying

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. Bullying takes place in the contexts of relationships; it is behaviour that makes people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.' (*RespectMe 2015*)

Not only does bullying make people feel hurt, frightened or left out, is it also a clear breach of children's rights (refer to page 4 for more information).

Bullying can be categorised into several different types of behaviour as demonstrated below:





2. Bullying and the Law

It is essential that all staff understand what children's rights are in relation to bullying so that they can be afforded to all children and young people. Bullying is a breach of children's rights and knowledge and understanding of children's rights is essential to good practice for all staff.

According to the *United Nations Convention on the Rights of the Child* (UNCRC), children need to be protected so that they can survive, develop and participate in a fulfilling life. Staff share a responsibility to address any behaviour that can harm the development of children.

Numerous articles published by UNCRC can be directly linked to children's rights and bullying, for example:

Relax and play – Being excluded from activities by bullying behaviour has a harmful impact on development, health and wellbeing. As adults we are responsible for shaping an inclusive culture where all children can participate.

Get and share information – Bullying and its impacts can be detrimental to a child's capacity to learn. This right also highlights an adult's responsibility to take young people's views into account when making decisions that affect them.

Free education – A child's right to education can be denied if they refuse to attend or are removed from school because of bullying behaviour. Staff and parents have a responsibility to change behaviour that is making a child feel unsafe.

Develop your talents fully – The impact of bullying on self-esteem and aspirations can prevent young people from reaching their full potential.

Be listened to, opinions heard – Young people's views must be considered when responding to bullying behaviour. Exclusion can also impact on this right.

Practice your religion – Bullying behaviour stemming from prejudices can devalue a child's beliefs. Children have a responsibility to respect the beliefs of others and adults have an important role to play in encouraging this, while strongly challenging prejudice-based attitudes and actions.

Meet together and join groups – A culture of bullying can prevent young people from engaging in their chosen activities. It is not fair or healthy to ask a child or young person to change their behaviour to avoid bullying. The focus needs to be on changing the bullying behaviour that threatens this right.

Privacy and their way of life – Online bullying is an example of an invasion of privacy. An important adult responsibility is to give children the skills and understanding to respect their own privacy as well as that of others.

Your own name – Name-calling and negative labelling can deny children this right. A child's capacity to develop their sense of self can be undermined by name-calling or by conforming to bullying behaviour by labelling themselves in a derogatory way.

Protection from violence and abuse & be protected from harm – Children and young people have a right to be protected from bullying behaviour – a protection that all adults in their lives, regardless of their roles, share a responsibility to provide.



Prejudice based bullying is a bullying behaviour motivated by a negative judgement of someone because of who they are or who they are perceived to be.

Some personal characteristics are protected within the law, to address the years of unfavourable treatment experienced by some groups.

The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

- Age**- Referring to an age group is a reference to a group of persons defined by age, whether by reference to a particular age or to a range of ages.
- Disability**- Referring to a person with a physical or mental disability which has either substantial or long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- Gender reassignment**- Referring to a person who is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex, including reference to a transsexual person.
- Pregnancy and maternity**- Refers to a person who is either pregnant, breastfeeding, have recently given birth or are on maternity leave.
- Marriage and civil partnership**- Referring to a person or persons who are married or are in a civil partnership.
- Race**- Race includes- colour, nationality, ethnic/ national origins or someone who belongs to a particular racial group.
- Sex**- Reference to a man or a woman or reference to persons of the same sex.
- Religion or belief**- Reference to any religious or philosophical belief and reference to a lack of belief.
- Sexual orientation**- Refers to a person's sexual orientation towards- persons of the same sex, persons of the opposite sex or persons of either sex.

In a school establishment, only 7 of these characteristics are considered relevant (highlighted in blue).

Although prejudice-based bullying includes the characteristics shown above, they should not be seen as an exhaustive list as there may be many other contexts in which prejudice-based bullying can occur. Other examples include; body image, socio- economic groups, young carers and looked after children. Any bullying related to these characteristics is unacceptable.

Prior to the completion of this policy, an Equality and Diversity impact assessment was carried out which considered the groups who may be affected by this policy. The results of this assessment proved that the policy has been designed to support the previously mentioned groups in line with the *Equality Act 2010* and should pose no negative impact.



3. Positive Ethos- a proactive approach

There are a range of proactive and preventative strategies available help to raise awareness of bullying and reinforce the message that bullying is never acceptable.

Responsibilities of all staff

- Promote positive behaviour and create a culture of praise within Holy Cross High School.
- Developing and maintaining a positive ethos which is proactive in the prevention of bullying.
- Adhering to national and local guidelines and procedures including South Lanarkshire Council's 'Treat Me Well' policy.
- Supporting young people who have been subjected to bullying and those who have displayed the bullying behaviour through restorative practice where appropriate.
- Ensuring that young people are aware of their rights towards each other in order to contribute to the positive ethos.
- Ensuring young people, staff and parents are involved in the development and implementation of the schools anti-bullying policy.

Responsibilities of PSHE staff

- Giving young people the platform to comfortably discuss bullying and the impact it can have on young people.
- To deliver an informative and coherent programme of work from S1-S4 (provided by pupil support).
- To raise awareness in class throughout Anti-bullying week.

Responsibilities of all young people

- Hold high regard and respect for all members of the Holy Cross community.
- Ensure that everyone is treated as a unique individual.
- Provide a supportive culture and maintaining a positive ethos which is proactive in the prevention of bullying.

Responsibilities of parents

- Embracing and encouraging the implementation of the schools anti-bullying policy.
- Work in collaboration with the school to work towards a solution.



Anti-Bullying Committee

The Anti-bullying committee at Holy Cross High School have been established since August 2016. Since then, the committee has launched a series of initiatives to provide support for pupils who are experiencing bullying, such as:

- Assigning anti-bullying ambassadors to each year group who are known as the 'go to' pupils for any concerns regarding bullying.
- Delivering anti-bullying assemblies to all year groups.
- Designing and displaying posters around the school to help raise awareness of different types of bullying.
- Creating an 'Anti-Bullying Box' which provides young people with a discreet way of telling someone if they are being bullied.
- Launching 'SIT WITH US' an inclusive lunchtime group for young people who would like some company at lunchtime.



4. A procedure for handling bullying incidents

In order to deal with instances of bullying quickly and effectively, it is imperative that Holy Cross High School have a clear and publicised procedure in place for handling bullying incidents which involves staff, young people and parents where appropriate.

The procedure and subsequent actions must reassure parents that bullying is taken very seriously and the needs of individual pupils are recognised and dealt with appropriately.

Responsibilities of Teaching Staff

- Deal with any form of bullying in the first instance using the recording pro-forma found in page 10.
- Alert the pupil support staff linked to the pupils involved.
- Referral if required to pupil support or SLT depending on severity of the impact.
- Follow up on the incident with young person(s) involved.

Responsibilities of Pupil Support

- Full investigation into the incident using pro-forma as reference.
- Provide support for the young person experiencing bullying.
- Restorative practice where appropriate for all involved.
- Contact all parents involved depending on the severity of the incident and in consultation with young people.
- Must be recorded in pastoral notes.
- Escalate to SLT if necessary.
- Follow up with all young people involved.
- Making necessary staff aware of any ongoing disputes to help monitor the situation.

Responsibilities of Senior Leadership Team

- Demonstrate leadership by reinforcing the school policy.
- Follow up referrals from pupil support and update pastoral notes.
- Support pupil support.



5. Recording, monitoring and evaluating

Recording

Pupils reporting an incident

In the first instance pupils, should speak to their pupil support teacher should they have any concerns regarding bullying, however there are other support systems put in place if a pupil wishes to report an incident to the school. For example:

- Pupils can discreetly place a note in the Anti-Bullying box located in the Technical corridor.
- Pupils can fill out a Bullying Incident Report Form found on the school website which will be directed immediately to the relevant pupil support staff.

Staff recording an incident

- Record any instance of bullying using the pro- forma found on page 10.
- Refer bullying incident report form to pupil support.
- Referral through SEEMIS if required to pupil support or SLT depending on severity of the incident.

Monitoring

Responsibilities of teaching staff

- Follow up on the incident with young person(s) involved.
- Provide support for all involved in bullying incident.
- Observe pupils interactions in class and provide feedback to pupil support if you are still concerned.

Responsibilities of Pupil Support

- Follow up on the incident with young person(s) involved.
- Provide support for the young person experiencing bullying.
- Restorative practice for young person displaying bullying behaviour.
- Reach out to staff initially involved in the incident to monitor any progress.
- Should the bullying continue, carry out a further investigation and contact all parents involved in consultation with young people. Escalate to SLT if necessary.

Evaluating

This policy will be subject to an annual review. Following the first year of the policy being in place, a survey will be carried out of its effectiveness involving pupils, parents and staff.



Bullying Incident Report Form

Reported by	Reported to
	F. Boyle
	A. Duffy
	K. Dickie
	J. Fearon
	T. McConville
	L. Millar
	K. Sneddon
	K. Grant
	M. Bradley
	P. Kelly
	E. Hands
	R. Marsh
Date of incident	Time of incident
00/00/00	00:00
Location of incident	Person(s) involved
Alleged incident	
Action taken (Pupil Support)	

Signature of Staff: _____

Signature of Pupil Support: _____