

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 Teacher, Activities Leader, Residential Staff, Welfare Manager, extended management team, 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 Teacher, Activities Leader, Residential Staff, Welfare Manager, extended management team, parent/guardian, anyone you feel comfortable talking to).

Parents/Guardians

If you think your child is being bullied at school do not hesitate to contact school immediately and speak to the Summer School Course Director, even if your child tells you not to. We can only help if we know. Signs of bullying could include;

- Requests to return home
- Changes in mood (becoming withdrawn, anxiety)
- Reports of damaged or missing belongings

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 will police the use of mobile devices according to our Mobile Phones Policy, but monitoring what students post on social networking/messaging during phone access times is not policed, and is therefore the responsibility of parents to monitor remotely.

Staff

- When a member of staff is made aware that a pupil is being bullied they must report it IMMEDIATELY to the Summer School Course Director.
- The Director of Studies must also be informed if the incident took place in a classroom, the Activities Manager if during an Activity/Excursion, and the Welfare Manager if during the Social Programme/residential time.
- The incident will then be investigated fully. The relevant manager will discuss the incident with the Summer School Course Director. Statements (verbal and/or written) will be taken from any staff and students involved – the bully, the victim, and witnesses – staff and pupils
- Teaching, Activities, Residential and support staff will be informed to ensure support and close monitoring
- Parents will be contacted in all cases and will be invited to hold a virtual meeting 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 Welfare Manager 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 Summer School Course Director 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 (by prior notification)
- Placing on daily report
- Removal from participation in a timetabled event for a fixed period of time
- Class/activity group changes
- Isolation

- In very serious cases pupils may be permanently excluded.

Additional Procedures

The Summer School Course Director will:

- Inform teachers and activity leaders, and ask them to be aware of the situation
- When appropriate work with the Welfare Manager 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 Welfare Manager 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
- 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, student handbook, discussions with welfare team
 - For all staff (teaching and non-teaching), through staff meetings, induction and the policy itself.
- Explore and celebrate differences and diversity through a wide range of events in and outside of the curriculum

POLICY REVIEW RECORD

Date	Action	Responsibility
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
Dec 19	Policy updated	SM
Sept 20	Policy updated for Summer School	DD

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

www.thinkuknow.co.uk

www.kidscape.org.uk

www.seemescotland.org

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 talk to someone live on your computer screen. Bringing far off people and places to life.	Making and sending inappropriate content. Persuading or 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	Posting an embarrassing,

	and original creative video content and uploading your own.	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	<p>Live text or voice chat during online gaming between players across the world, or on handheld consoles with people in the same local area.</p> <p>Virtual worlds let users design their own avatars –a figure that represents them in a virtual world.</p>	<p>Name calling, making abusive/derogatory remarks. Players may pick on weaker or less experienced users, repeatedly 'killing' their characters.</p> <p>Forwarding unwanted messages to other devices in the immediate vicinity.</p>

