

# Craigie High School



## *Anti-Bullying Policy*

Revised March 2018

## ANTI-BULLYING POLICY

### Introduction

As a Rights Respecting School we at Craigie High want to provide a caring, safe community for all pupils in accordance with Article 19 of the UNCRC. All stakeholders believe that everyone has the right to thrive within Craigie High.

### Definition

*Bullying can be regarded as a mixture of behaviours and impacts which can influence a person's capacity to feel in control of themselves. It can be repetitive, or isolated, intentional or unintentional behaviours that hurt, intimidate, humiliate or embarrass a person.*

RespectME

*Bullying is not:*

- *children or young people falling out*
- *children or young people who do not get on with one another*
- *a one off fight between children or young people*

### What constitutes bullying?

There are many things which could fall into the category of bullying behaviour  
See Appendix 3 for some examples.

After consultation with our stakeholders, it is considered that

- verbal abuse
- physical abuse
- cyberbullying

are the main issues within this catchment area

## **Role of all Staff**

All staff, teaching and non-teaching, have a part to play in ensuring that bullying does not take place and being alert to incidences of bullying. Where bullying behaviour is witnessed an appropriate intervention should take place and then referred on appropriately as follows. Suspected incidences of bullying should be referred to the relevant PTG. This should be done by raising an electronic referral with category bullying selected on SEEMIS to the PTG who will liaise with the Antibullying Coordinator (ABC), currently **Mrs S. Innes PTG**.

## **Role of Guidance Teacher (PTG)**

Guidance Teachers will be the first point of contact in most bullying investigations. Staff will pass a referral to the relevant PTG for investigation but the PTG may delegate the investigation to other staff where appropriate.

Where possible full accounts of the situation will be sought from the person(s) demonstrating bullying behaviour and also person(s) experiencing bullying behaviour. It may be determined that the behaviour is not bullying (see above). In all cases the PTG will take appropriate action and follow the practice guidelines to ensure correct recording of the incident as substantiated or unsubstantiated. (See Appendix 4/practice guidelines)

PTGs will also have a curriculum responsibility to promote conflict resolution and antibullying behaviour and techniques during PSHE lessons and also during year group visits to the school. The Antibullying Coordinator will also develop and help deliver antibullying lessons to promote this ethos.

## **Role of House Head**

It is the responsibility of the House Head to decide if a sanction should be given for an incident of bullying and if so, what the sanction will be. Craigie High School, in conjunction with RespectME Scotland, believes that all bullying behaviours are a result of dysfunctional relationships between pupils which need to be resolved and a sanction is not always the correct approach to resolving the matter.

## **Role of Parents**

Parents should be encouraged to inform the school if they know or suspect that their child is experiencing bullying behaviours. Consultation with our stakeholders suggests that not all parents report known incidents to the school. Parents are reminded that the school requires their support in order to ensure the bullying behaviour stops.

Parents of pupils demonstrating bullying behaviour will be expected to be supportive of the school policy against bullying and to ensure that their child does not continue to demonstrate such behaviours.

## **Role of Pupils**

Pupils are expected to report bullying behaviour to their PTG when they experience or witness it. Without the cooperation of pupils in this regard it becomes very difficult to stop these behaviours. All pupils are being made aware of our Mentors in Violence Prevention (MVP) strategy which is to encourage understanding that being a bystander and not doing something merely allows things to continue unchanged. The person experiencing receives no help and the person demonstrating bullying behaviour will continue to do so.

## **Role of MVP**

Senior pupils are recruited to form our MVP group who learn about bullying and RespectMe terminology to help pupils understand what is acceptable and what is not.

They learn to deliver lessons to promote a helping ethos and participate in peer mediation and resolution. Often younger pupils will respond to peers better than an authority figure so this group adds considerable value to our policy and practice.

This will help to engender an ethos where bullying behaviour is not tolerated.

## APPENDIX 1

### **Suggestions for a strategy against bullying**

- mediation
- peer mediation building on a shared concern
- personal support and additional support
- restorative approaches
- supervision
- police involvement or engagement
- interventions from partner agencies
- involving, supporting and enabling parents/carers
- consequences linked with the establishment's behaviour policy

these suggestions are neither prescriptive nor exhaustive

## APPENDIX 2

### Measures which may be taken to prevent bullying (this is not an exhaustive list)

- **Buddies**  
S6 Buddies are allocated to each S1 register class to ease their transition from P7 to S1 to ease their transition from P7 to S1 and to be the first port of call should any trouble arise. They attend registration with their class each morning throughout the session.
- **Social Education**  
There are carefully planned Anti-Bullying lessons from S1-S4 to raise awareness of the issues, the consequences and the solutions.
- **Anti-Bullying Campaign**  
There is an annual anti-bullying campaign to help drive the message home. The campaign comprises anti-bullying assemblies, an anti-bullying poster competition for S1 and anti-bullying slogans posted around the school.
- **Assertiveness Training**  
Assertiveness training is delivered by Educational Psychologists to groups of vulnerable pupils.

## Appendix 3

### PREJUDICE-BASED BULLYING - RespectMe

Children and young people can experience bullying for a variety of reasons; where they live, their sexual orientations, gender, disability, the colour of their skin, what clothes they wear or what team they support. The one thing that these have in common is difference or perceived difference - some children and young people don't see or understand diversity, they still only see difference.

Difference, or perceived difference, can be a catalyst for children and young people being bullied. If you would like to find out more about the different types of prejudice-based bullying listed below, visit our useful links section.

#### Asylum Seekers and Refugees

Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

#### Body Image

Body image is hugely important to children and young people and bullying because of body image can have a significantly negative impact. For example, a child or young person who is noticeably over or underweight may find that they are particularly vulnerable to bullying behaviour.

#### Homophobic bullying

Homophobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. However, it can also be directed at young people who do not conform to strict gender 'norms'. For example, a boy who doesn't like football may stand out as being different. Ultimately, any young person can be homophobically bullied and any young person can display homophobic attitudes which should be challenged.

## Biphobic bullying

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at students who are openly bisexual, those who are questioning their sexual orientation, or students who are suspected of being bisexual. Biphobic bullying may target students with negative stereotyping (for example suggesting that they are greedy) or assume that being bisexual is a phase or doesn't really exist.

## Transphobic bullying

Children and young people who are experiencing confusion over their gender identity may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person and the hatred, discrimination, intolerance and prejudice that this fear brings. This can result in bullying behaviour towards an individual because they are not seen to be conforming to gender stereotyping and 'norms'. If children and young people are experiencing confusion over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

## Looked after children

Children and young people who are looked after and accommodated are vulnerable to bullying behaviour for a number of reasons: It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult; they may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours; a reluctance to make friends; low self-esteem, lack of role models and a heightened sense of privacy.

## Race and Ethnicity

Children and young people from minority ethnic groups, including the gypsy/travelling community, often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of 'minority' in a school, community or organisation can often make a child or young person the focus for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they 'deserve' to be treated differently or with less respect.



## Religion and Belief

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may fuel bullying.

## Sectarianism

Most people understandably associate Sectarianism with religion. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out as a target for sectarian abuse - whatever your beliefs may be.

## Sexism and Gender

Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who do not conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit in to the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour - suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. This should not be confused with sexually aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we recommend against using the terminology of 'sexual bullying' as a descriptor in policies or in practice.

## Disablist Bullying

People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in

mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

### Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

### Social and Economic Prejudice

Bullying due to social and economic status can take place in any group no matter how little diversity exists in it. Small differences in perceived class/family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, belongings, clothing, hygiene, etc can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.

**Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs for children and young people. There is specific legislation in this area in the Education (Additional Support for Learning) (Scotland) Act 2009.**

## Appendix 4 - Summary of Bullying Incident Recording

1	Where pupil bullying allegations are passed on by staff, ensure the staff member completes an electronic referral about the incident for the relevant PTG (using the person alleged to be demonstrating bullying behaviour, if possible) OR	Where bullying is alleged by a pupil to a PTG a maintain incident entry can be created directly - Step 2
2	Upon receiving the referral/allegation PTG will create a SEEMIS maintain incident record (and record this on the referral before closure).	
3	PTG will carry out investigation by whatever means necessary e.g. they may interview, take statements, direct other staff to do so on their behalf etc. The results will be recorded on the maintain incident form. Appropriate actions will be taken arising from the investigation.	
4	PTG will set a review date for the incident at an appropriate time depending on the severity/repetitive nature of the case and record when person experiencing indicates resolution reached, unless the issue is resolved at the time. If the issue is resolved or proved to be unfounded then no review date will be set.	
5	ABC/SMT will QA maintain incident records on a regular basis	