

# **Parkhill Secondary**



# **Anti-Bullying Policy (2019)**

## **1. Policy Statement**

The aim of this policy is to ensure that all pupils in Parkhill learn in a supportive, caring and safe environment where respect for all is promoted in all aspects of learning. Pupils, staff and parents must be aware that bullying is always unacceptable. In Parkhill we foster an ethos mutual respect, we implement restorative practise where possible, and encourage our pupils to show respect. Pupils are taught to realise that they do not have to tolerate bullying and that they must inform someone if they are being bullied. Pupils must be confident that they will be listened to and that action taken will be sensitive to their needs.

### **a) Legislative context**

This policy has been developed in response to the Equality Act 2010 and replaces previous policies relating to race, gender and disability equality. It has been designed to help the school meet the duty to:

- a) Eliminate unlawful discrimination, harassment, victimisation and other prohibited conduct.
- b) Advance equality of opportunity between those who have a protected characteristic and those who do not.
- c) Foster good relations between those who share a protected characteristic and those who do not.

### **b) Protected characteristics**

The Equality Act defines nine protected characteristics, of which the following are potentially applicable to the school community (pupils and staff) are:

- Age (as an employer but not applicable to pupils)
- Disability
- Sex
- Gender reassignment
- Race
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership

## **2. An Agreed Definition of Bullying**

*Bullying can broadly be defined as 'any behaviour in which an individual or group exerts power in an abusive or negative way which results in the harming or demeaning of another individual or group. It is normally, but not necessarily, a process that is repeated over a period of time and people can feel bullied even when those displaying bullying behaviour are not conscious of the harm they are causing or are wilfully seeking to hurt or demean.'*

Bullying can take many forms:

**Verbal-** as in name calling or making abusive comments

**Social-** ignoring or excluding another person

**Written-** for example, on paper, graffiti on walls or sent by text or email, or on photos or social media

**Material-** as when possessions are stolen or damaged or extortion takes place

**Psychological-** as when pressure to conform is applied

**Physical-** as in physical assault

It can be for clearly defined reasons such as race, actual or perceived sexual orientation, differences in ability, physique, and social class or for no clearly defined reason. It is always damaging and must always be taken seriously when addressed.

**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 behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.**  
(respectme, 2015)

### **3. Anti-Bullying Strategies (including anti-bullying ambassador roles)**

- Clear and consistent message that bullying is unacceptable.
- Encourage parents to discuss any bullying issues
- Display anti-bullying posters
- Highlight the issue of bullying through assemblies, drama, health and wellbeing, and during anti-bullying week.
- The whole school adopts a promoting better behaviour strategy. Pupils are rewarded weekly.
- Buddying/ mentoring.
- Pupils are supervised at vulnerable times.
- Pupil and parent council are aware of anti-bullying policy.
- Restorative practice and solution focused approaches used for dealing with issues.
- Ensure pupils are well supervised at break, lunch and home time.
- Promote positive relationships at all times.

- *Anti-bullying ambassadors* from the junior and senior school are used to inculcate ideas of anti-bullying and are approachable with any issues relating to bullying or behaviour.
- *Anti-bullying ambassadors* help promote anti-bullying through assemblies and anti-bullying week.
- *Anti-bullying ambassadors* are approachable and willing to listen.
- Encourage the reporting of bullying behaviours to staff or *anti-bullying ambassadors*.
- *Anti-bullying ambassador* photos are on the pupil info wall/ dinner hall.

#### **4. Strategies Implemented to Deal with Bullying**

- Deal with incidents of bullying calmly and sensitively taking the wishes of the victim into account. Reassure victims.
- Deal with bullying incidents as quickly.
- Promote restorative practice.
- Parents should be informed immediately –both victim and aggressor, with guidance and support offered.
- Key Teacher informed and situation monitored.
- Teachers and support staff are kept informed of incidents and agreement reached on how to support pupils. Friday a.m. meetings with PSA staff and Monday p.m. meetings with teaching staff.
- Cases of bullying are brought out into the open so that pupils know what has taken place and how it was dealt with.

#### **5. LGBT+**

- Whole school addresses any use of homophobic or transphobic language (including jokes.)
- Follow the code ‘stop it, explain it, don’t ignore it.’
- Whole school will not excuse or accept homophobic or transphobic behaviour.
- Staff will model inclusive language and will incorporate LGBT+ themes into the curriculum where appropriate.
- Posters will be clearly displayed which say who pupils can contact if they are concerned about LGBT+ issues (Miss Munro.)
- Weekly meetings of LGBT+ club, LGBT+ assemblies where appropriate and posters and artwork throughout the school to promote inclusion and visibility.

#### **6. Procedures for dealing with Incidents of Bullying:**

##### **Staff**

SLT, teaching staff and support staff monitor pupils most of the school day.

Any concerns that staff have based on observations of pupil interaction can be dealt with using a number of strategies suggested in promoting positive relationships.

All staff have a duty of care to respond to any incident which they regard as bullying.

Staff can follow the procedures from the ‘*Exemplar Framework- Procedures for dealing with bullying or harassment Appendix 2*’ poster found within classrooms.

A direct and prompt response by a member of staff may resolve the issue.

In a more serious or unresolved incident the matter should be referred to the Year Head, DHT's or HT for action. Staff should record any incidents of bullying on a '*notice of concern*' sheet. Feedback will be given to the reporting member of staff when action has been taken.

The DHT (or delegate) should interview pupils involved, take necessary action and record the incident online in Glasgow City Council's designated reporting documentation 'APP 1.'

SLT should log any incidents of bullying in to pupil profiles on 'click and go'

### **Pupils**

- Pupils can speak to identified 'Anti-Bullying Ambassadors' to raise concerns about bullying or to highlight playground behaviours. There are three Anti-Bullying Ambassadors- one male for junior school, one male for the senior school and one female.
- Anti-bullying Ambassadors can raise concerns at any time to staff about any issues or behaviours they have witnessed or have been told about.
- Pupils are aware of the procedures for bullying issues and can speak to any member of staff at any time to raise a concern. Pupils will learn about different types of bullying and how to deal with it through the school H&W programme.
- Whole school activities will address Bullying. e.g. Assemblies, school council meetings.
- All pupils have a key teacher and a Year Head for pastoral care issues.
- Pupils are advised of websites to go to for help and advice.

### **PARENTS**

- Should be aware of school policy on bullying.
- Are encouraged to report incidents of bullying.
- Should monitor their child's access to social media sites.
- Are encouraged to contact their child's Year Head or any member of the Senior Leadership team if they are concerned about their child.
- Parent Council is informed of the school policy on Bullying and their comments are welcomed.

### **Monitoring and Evaluating the Policy.**

It is the responsibility of the Health and Wellbeing Co-ordinator to monitor progress in awareness raising and consultation and update the policy annually.

The School Pupil council and Parent Council will be consulted for their views.

National legislation and local government policy requires us to take any incident of bullying seriously and to act in the best interest for the safety of the child (GIRFEC.)

J. Healy- Health and Wellbeing Co-ordinator.

### **Useful Websites**

#### **Respectme**

Scotland's anti-bullying service was launched in March 2007. The service is fully funded by the Scottish Government and is managed by Scottish Association for Mental Health in partnership with Lesbian, Gay, Bisexual and Transgender Youth Scotland.

Web [www.respectme.org.uk](http://www.respectme.org.uk)

#### **LGBT Youth Scotland**

Web [www.lgbtyouth.org.uk](http://www.lgbtyouth.org.uk)

**Childline**

Web [www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx](http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx)

**Education Scotland – Health and Wellbeing**

[www.educationscotland.gov.uk/  
learningandteaching/curriculumareas/  
healthandwellbeing/index.asp](http://www.educationscotland.gov.uk/learningandteaching/curriculumareas/healthandwellbeing/index.asp)

**A National Approach to Anti-Bullying for  
Scotland’s Children and Young People**

[www.gov.scot/publications/2010/11/12120420/0](http://www.gov.scot/publications/2010/11/12120420/0)

**Cyberbullying**

Web [www.respectme.org.uk/cyberbullying](http://www.respectme.org.uk/cyberbullying)

