

Parkhill Secondary



Anti-Bullying Policy

2025



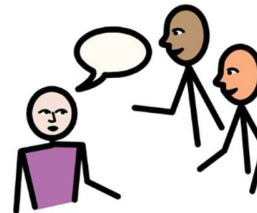
Article 2

**All children
have these
rights.**



Article 12

**I have the
right to be
listened to,
and taken
seriously.**



Article 13

**I have the right to find out and
share information.**



Article 19

**I have the right
to be protected
from being hurt
or badly
treated.**



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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. For all learners to achieve their full potential, they must learn in a safe, secure and nurturing environment where positive trusting relationships are key. Pupils, staff and parents must be aware that bullying is always unacceptable. In Parkhill we aim to encourage mutual respect and pupils are taught to realise that they do not have to tolerate bullying and that they must inform someone if they are being bullied.

2. An Agreed Definition of Bullying

'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 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)

[illegible]

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

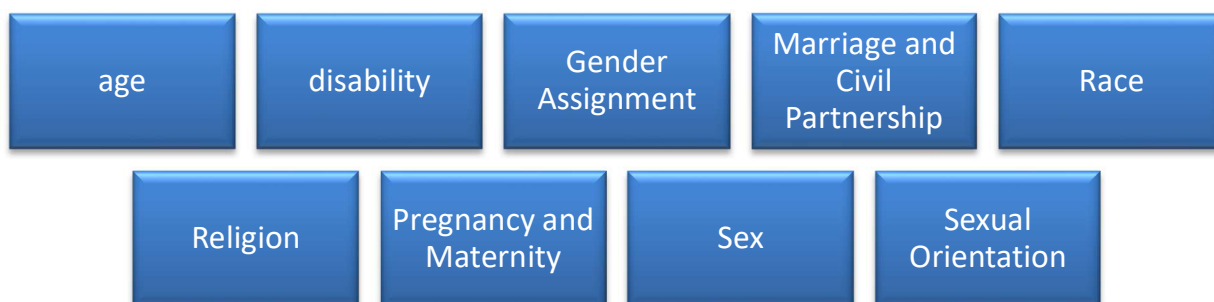
It can be for clearly defined reasons such as race, actual or perceived sexual orientation, differences in ability, physique, and social class or for no clearly defined reason. It is always damaging and must always be taken seriously when addressed.

3. Protected Characteristics

At Parkhill we treat prejudice-based bullying and language with the same level of seriousness as any other form of bullying. Under the [Equalities Act 2010](#) schools are expected to challenge inequality and promote inclusive and nurturing environments, making a clear and explicit commitment to each of the protected characteristics and that bullying based on or motivated by these is never acceptable.

Types of discrimination ('protected characteristics')

It is against the law to discriminate against anyone because of:



Parkhill is aware of the potential vulnerability of children in relation to the following:

Asylum seeker or refugee status

Body image

Care experienced status

Social or economic status

Young carer responsibilities

Imprisonment of parents/ carers siblings or other family members

Lesbian, Gay, Bisexual, Transgender Young People: Homophobia can include fear, aversion, hatred, violence, anger, or discomfort felt or expressed towards people who do not conform to heteronormativity.

Biphobia encompasses a range of negative attitudes, feelings or actions toward bisexuality and toward bisexual people as a social group or as individuals. It can take the form of denial that bisexuality is a genuine sexual orientation and can involve promoting negative stereotypes about people who are bisexual. For example, the belief that they are promiscuous or dishonest.

Transphobia encompasses a range of negative attitudes, feelings or actions toward transgender people, non-binary people, those perceived as non-binary or transgender, transness in general and those who may be questioning their gender identity. Transphobia can include fear, aversion, hatred, violence, anger, or discomfort felt or expressed towards people who do not conform to social gender expectations.

4. Anti-Bullying Strategies

- Clear and consistent message that bullying is unacceptable.
- Encourage the reporting of bullying behaviours to staff or anti-bullying ambassadors.
- 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.
- Anti-bullying ambassadors from the junior and senior school are used to disseminate ideas of anti-bullying and are approachable with any issues relating to bullying or behaviour.
- 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 ambassador photos on pupil info wall/ dinner hall.
- Anti-bullying charter with photos of SLT and Ambassadors on relevant displays.
- Raise awareness during 'Anti-Bullying' week.

5. Strategies to manage incidents of 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 as possible.
- 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.

6. 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 in to the curriculum where appropriate.
- Posters will be clearly displayed which say who pupils can contact if they are concerned about LGBT+ issues.
- Bi-weekly meetings of LGBT+ club at lunchtimes are a safe place for pupils to come and visit, chat, socialise or get information.
- LGBT+ assemblies update pupils on how to understand LGBT+ issues and best support inclusion.
- Where appropriate and posters and artwork throughout the school to promote inclusion and visibility.

7. Procedures for dealing with Incidents of Bullying. Roles and Responsibilities

Staff

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none">➤ Follow our anti-bullying policy and procedures from the '<i>Exemplar Framework- Procedures for dealing with bullying or harassment Appendix 1</i>' poster found within classrooms or use our school anti-bullying charter or 'Anti-bullying Guidance for Schools' (Appendix 1) as a guide➤ Report all suspected bullying incidents to a member of Pastoral Care.➤ Be a positive role model in and out of school.➤ Listen - All staff have a duty of care to respond to any incident which they regard as bullying. to all reports of bullying.➤ Record in line with school policy.➤ Be careful to avoid the terms 'bully' and 'victim'. Instead refer to bullying behaviour.➤ Engage in training and formulation of antibullying policy.➤ Parkhill is a Rights Respecting School and the staff as 'duty bearers', can uphold Article 19 of the UNCRC.	<ul style="list-style-type: none">➤ Be listened to when reporting suspected bullying incidents.➤ To have your concerns taken seriously.➤ To have your concerns responded to in line with this policy.➤ Support when responding to bullying behaviours.➤ Informed of actions/outcomes.➤ Opportunities to undertake appropriate training on anti-bullying.➤ Be included and involved in the development of policies.➤ The DHT (or delegate) should interview pupils involved, take necessary action and record the incident online in SEEMiS Bullying and Equalities Module'➤ SLT should log any incidents of bullying into pupil profiles on 'click and go'

Senior Leaders

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"> ➤ Understand our anti-bullying policy and procedures. ➤ Act in accordance with our school values. ➤ Listen to and investigate all reports of bullying. ➤ Record in line with school policy. ➤ Investigate all allegations sensitively and fairly. ➤ Communicate with all pupils involved and take their views into account. ➤ Work alongside parents/carers/staff. ➤ Make use of restorative interventions and approaches. ➤ Agree actions and monitor closely. ➤ Inform all stakeholders of actions and outcomes. ➤ Consult all stakeholders on policy development. 	<ul style="list-style-type: none"> ➤ All stakeholders to act in accordance with our school values. ➤ Learners, parents/carers and staff to report bullying behaviours. ➤ Access to training and resources on antibullying. ➤ Learners, parents/carers and staff involved in anti-bullying policy development

Pupils

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"> ➤ Follow our school rules and values in/out of school. ➤ Speak to identified 'Anti-Bullying Ambassadors' to raise concerns about bullying or to highlight playground behaviours. There are a two Anti-Bullying Ambassadors. ➤ Speak to pupil council, or the RRSA Sparks team who can ask a teacher to uphold the UNCRC. ➤ Anti-bullying Ambassadors can raise concerns at any time to staff about any issues or behaviours they have witnessed or have been told about. ➤ Do not engage in bullying behaviours. ➤ Respect everyone and their differences. ➤ Use technology appropriately. ➤ Tell someone you trust if you or someone is being bullied. 	<ul style="list-style-type: none"> ➤ learn about different types of bullying and how to deal with it through the school H&W programme. ➤ Be involved in whole school activities that will address Bullying. e.g. Assemblies, school council meetings. ➤ Have a key teacher and a Year Head for support with pastoral care issues. ➤ Be treated with respect. ➤ Be listened to. ➤ Have your concerns taken seriously and investigated sensitively and fairly. ➤ Have options on how to report bullying and choices on how to respond. ➤ Receive support and guidance from parents/carers, staff and senior leaders.

<ul style="list-style-type: none"> ➤ If you can't tell someone, write down your worries or a voice note and share them with a member of staff. ➤ Support friends and peers if they are being bullied. 	<ul style="list-style-type: none"> ➤ Be included in policy development in relation to anti-bullying.
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8. Anti-Bullying Ambassador Roles- Statements from our Ambassadors

'As anti-bullying ambassador we are responsible for helping to promote anti-bullying across the whole school.

- We will encourage our peers to get actively involved in lunchtime clubs and playground activities.
- We will encourage positive playground behaviours and raise any concerns with staff.
- We will help to disseminate anti-bullying and bullying procedure materials across the school.
- We can help you access websites about anti-bullying, and we can help you get advice you need.
- Where possible we can help prevent bullying from happening by being a good role model, mediator and mentor.
- We can ask staff to reward positive behaviour that we have witnessed.

As ambassador we are approachable, and you can bring us any concerns at all about bullying or harassment. We will speak to a member of staff for you.'

9. Parents and carers

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"> ➤ Be aware of school values and antibullying policy. ➤ Be alert to your child's wellbeing and watching out for changes to mood and personality. ➤ Understand that 'fall outs' and disagreements amongst peers is not uncommon. ➤ Repeat our message that reporting bullying is courageous. ➤ Alert a member of school staff as early as possible. ➤ Encourage your child to use technology appropriately and monitor usage, including social media. ➤ Familiarise yourself with the language of technology. ➤ Be alert of dangers online – research CEOP website. ➤ Encouraged to report incidents of bullying. ➤ Parent Council is informed of the school policy on Bullying and comments from all parents are welcomed. 	<ul style="list-style-type: none"> ➤ A clear anti-bullying policy. ➤ Effective communication. ➤ Be listened to and treated with respect. ➤ Have all reports of bullying behaviour taken seriously and investigated sensitively. ➤ Be informed of the steps and procedures taken in line with this policy. ➤ Monitoring of the situation by school staff and updates in line with this policy. ➤ Informed of actions and outcomes. ➤ Be directed to appropriate resources or services. ➤ Be included in policy development in relation to anti-bullying

10. Staff development

- All staff to complete - Two (2 hour) modules of FREE anti-bullying online training content in line with Scottish Government Guidance 'Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People'. Staff e-training: training@respectme.org.uk
- LGBT Awareness training.
- Keeping the Promise Award training
- Rights Respecting Schools training.

11. 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 require us to take any incident of bullying seriously and to act in the best interest for the safety of the child (GIRFEC.)
- Pupil voice, parent/carer and wider school consultation
- J. Healy- Health and Wellbeing Co-ordinator.

12. Useful Websites

[Respectme](#)

[CEOP](#)

[LGBT Youth Scotland](#)

[Childline](#)

[Education Scotland – Health and Wellbeing](#)

[A National Approach to Anti-Bullying for Scotland's Children and Young People](#)

[Cyberbullying](#)

Useful Numbers: [National Bullying Helpline](#) 0300 323 0169, 0845 225 5787

13. You said.... we did.....

14. You said....	We did.....
In a survey sent to pupils you felt that how bullying is dealt with needs clearer consequences.	We are working with pupil council to come up with a plan to ensure you have a clear understanding of consequences.
In a survey sent to parents over the month of December 2024 most parents said that they would like the school to do more talks about bullying so that this is clear to the students that bullying is unacceptable.	As part of our assembly schedule, we now discuss bullying regularly and cover different aspects of what this means to our school community.
In a survey sent to Staff you didn't know if there was consistency in how bullying incidences were dealt with	We are reviewing Wellbeing reports to allow staff to report significant concerns to senior leaders. Senior Leaders will consistently use SEEMIS – Bullying & Equalities for recording/tracking bullying incidents.

Anti-Bullying Guidance for Schools

Key Messages for School Staff



All children and young people have human rights, which are listed in the United Nations Convention on the Rights of the Child, sometimes called the UNCRC. There are 42 Articles which talk about children's rights. The UNCRC states that all children have the right to an education, and protection from all forms of physical or mental violence, injury or abuse. Bullying is no exception.



Bullying is a breach of Children's Rights and children need to be protected from bullying behaviour so that they can survive, develop and participate in a fulfilling life. As adults we have an important role to play to help protect these rights, therefore, knowledge and understanding of Children's Rights is essential to good practice.

If bullying isn't challenged it can send out a message that this kind of behaviour is acceptable, resulting in a ripple effect of impacts. When bullying is effectively addressed, and it is recognised that we all have a role to play, a clear message is sent that bullying behaviour will not be tolerated. This creates environments where bullying is less likely to thrive.



It is important to remember that bullying happens in the context of relationships and children and young people are developmentally at a stage where they are still learning relationship skills and how behaviour affects others. This is why helping them learn what behaviours cause harm to others is so important to their development and wellbeing.

Bullying can happen to anyone and anywhere children and young people are. However, if it goes unaddressed, it can have serious consequences on a young person's health and wellbeing and in extreme cases can result in suicide. In the Scottish Government Guidance, 'Getting it Right for Every Child', an explicit link is made between bullying and eight indicators of wellbeing: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.



- Every Child is affected by bullying in different ways.
- Levels of resilience to cope can also vary between children.
- Bullying itself doesn't build resilience - getting good support early on does help to build resilience.
- Not all children will report or recognise bullying but we still need to address it in order to protect children.



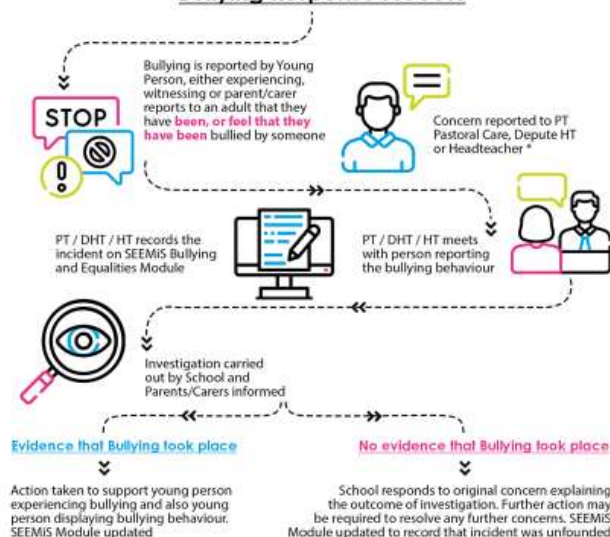
Respectme, Scotland's anti-bullying service has developed through their Anti-Bullying Learning Academy 2 eLearning modules that are designed for everyone working with, or caring for children and young people who would like to take their learning to the next level. These learning modules are free and can be accessed at:

<https://respectme.org.uk/training/anti-bullying-learning-academy/>

Anti-Bullying Guidance for Schools



Bullying Response Process



* This will vary from Primary to Secondary



Bullying behaviour is never acceptable within Glasgow City Council's schools/early learning centres. All children and young people have an entitlement to work and play in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination.

GCC Anti-bullying Policy (Revised 2019)

DEFINITION

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)



SEEMIS Bullying and Equalities Module

Any incident that is recorded on the module is automatically copied into pastoral notes. Pastoral notes must not be used to record any bullying incidents as this will not show up on the recording module.

Anti-Bullying Guidance for Schools

Key Messages for Young People and Parents/Carers



Signs that someone may be being bullied:

- Feeling hurt, threatened, frightened, unsafe
- Not wanting to tell anyone for fear of not being believed or that doing so will make the bullying worse
- Changing behaviour to "fit in"
- Stigma & discrimination due to unhelpful attitudes about bullying
- School attendance and attainment
- Isolation from other peers and withdrawing from activities and places that they previously enjoyed
- Mental health and wellbeing concerns (stress, anxiety, depression, eating disorders, self-harm, alcohol and drug abuse, low self-worth)
- Bullying behaviour and/or violence towards others
- Suicidal thoughts and suicide.



If you're being bullied, it can be difficult to know what to do or where to turn, to make the behaviour stop and to help you to manage your feelings. But you do have options...

<https://respectme.org.uk/page-3/>

Anti-Bullying Charter



1. All children and young people have human rights. Bullying is a breach of Children's Rights and children need to be protected from bullying behaviour.
2. Bullying behaviour is never acceptable.
3. Bullying behaviour needs to be challenged and effectively addressed.
4. Adults have an important role to play.
5. Bullying behaviour will not be tolerated; this helps to create an environment where bullying behaviour is less likely to thrive.
6. Children have the right to protection from all forms of physical or mental violence, injury or abuse.

We will:

- Listen
- Acknowledge and address bullying behaviour
- Respect and support everyone involved
- Record, monitor and review bullying behaviour



If you have any concern about bullying behaviour, please speak to any of the following or another adult, parent/carer:

