

Renfrew High School



Anti-Bullying/Equalities Policy

VISION	LEARNING ACHIEVING WORKING TOGETHER	AIMS	For all to feel happy, healthy, included, supported and challenged to be the best they can be.	To continue to develop as a Rights Respecting School.
VALUES	CARE FAIRNESS RESPECT TRUST		To nurture positive relationships and effective partnerships.	For our learners to continue to develop skills for learning, life and work.
			To ensure everyone has a voice in the ongoing improvement and leadership of our school.	To offer the best possible learning experiences.

RENFREW HIGH SCHOOL
LEARNING // ACHIEVING // WORKING TOGETHER

1. Rationale and aim

Positive relationships is at the heart of all we do at Renfrew High School, and underpins how we strive to ensure all of our learners are included, engaged and involved. We are committed to the physical, social, emotional and mental well-being of all members of our school community.

Bullying behaviour is unacceptable and it is our aspiration that all who play a role in the life of the school are enabled to prevent and respond effectively to incidents of bullying.

This policy should be read alongside Renfrewshire Council's Anti-Bullying Policy (2018) and Renfrew High School's Promoting Positive Relationships Policy (2017). It aims to summarise the school's approach to preventing and responding to bullying.

2. Background

The legislative and policy framework in which Renfrewshire Council's policy has been developed includes:

- Getting It Right for Every Child (GIRFEC, updated 2012);
- Curriculum for Excellence, in particular, the Health and Wellbeing Framework, (Scottish Government, 2004);
- The Equality Act, 2010;
- The Children and Young People Act, 2014;
- Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009;
- The United Nations Convention on the Rights of the Child (UNCRC), 1989;
- The Human Rights Act, 1998;
- The Standards in Scotland's Schools etc. (Scotland) Act, 2000;
- Corporate Parenting Policy (Renfrewshire Council 2009);
- Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology in Schools (Scottish Government, 2013);
- The National Improvement Framework for Education;
- 'Respect for all – the national approach to anti-bullying behaviour for Scotland's children and young people' 2015

3. Definition of Bullying

Renfrew High has adopted the definition of bullying used in 'Respect for All':

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.

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these. 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 about 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).

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived physical or gender identity; it can be based on characteristics unique to a child or young person's identity or circumstance. These differences include, but are not limited to, the protected characteristics covered by the Equalities Act 2010:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion and belief
- Gender
- Sex
- Marriage and civil partnership

In line with 'Respect for All', Renfrew High acknowledges that not all disagreements between children and young people are necessarily bullying in nature, therefore the definition of bullying will be considered when investigating and resolving allegations of bullying behaviour.

4. Raising Awareness and Prevention

Renfrew High has a positive, inclusive and nurturing ethos and culture based on a shared vision and values. We are a UNICEF Rights Respecting School (silver) and are working to gain our LGBT school charter. All members of the school community strive to provide an environment where everyone can learn, achieve and work together displaying the values of care, fairness, respect and trust. We believe these values should be at the heart of every interaction between members of the school community.

There are regular opportunities across the curriculum for activities which reinforce and celebrate the ethos and culture. Young people learn about their rights and those of others. They learn about diversity, differences and positive ways of resolving conflict. The school provides safe spaces and various activities at break times. We have a number of programmes aimed at raising awareness of the harmful impact of bullying. There are leadership roles, such as Mentors in Violence Prevention and Peer Pals, where learners become role models and peer supporters.

The totality of the various approaches is aimed at maintaining an environment where bullying cannot thrive.

5. Responsibilities of staff, adults, children and young people

The school community has agreed the following Right's Charter which sets out the responsibilities of learners and adults:

Article 2 Without Discrimination			Article 6 Survival and Development		
Learners will		Adults will	Learners will		Adults will
<ul style="list-style-type: none"> not take part in any forms of bullying report any forms of bullying or discrimination not keep it a secret - pass it on to an adult 	<p>Together we uphold respect for everyone while encouraging others to do so</p>	<ul style="list-style-type: none"> listen to what pupils are telling us deal with any incidents sensitively and privately promote non-discrimination create a safe environment. 	<ul style="list-style-type: none"> accept and be thankful for the help we receive cause no danger to others 	<p>Together we are helping and caring for each other</p>	<ul style="list-style-type: none"> provide opportunities for help and support always look after the child's best interests
Article 12 Children's Voice			Article 29 Goals of Education		
Learners will		Adults will	Learners will		Adults will
<ul style="list-style-type: none"> get involved in the life of the school listen to each other try to make our voice heard through the House system or other committees 	<p>Together we are showing respect and trust for each other</p>	<ul style="list-style-type: none"> be available for pupils listen to pupils in matters affecting them 	<ul style="list-style-type: none"> respect our staff have a sense of responsibility take advantage and appreciate the opportunities and activities offered by the school not disturb lessons. ask for help try our best 	<p>Together we are promoting the value of fairness</p>	<ul style="list-style-type: none"> respect our learners provide help when needed be willing to offer extra opportunities for pupils take time to support learners if they need it

All staff must be aware of, and adhere to, the school and Council's policy and procedures in relation to bullying. All staff in each establishment are responsible for:

- contributing to a culture of positive behaviour and respectful relationships;
- being aware of, and adhering to, the Council's and the schools anti-bullying policy;
- ensuring that children and young people know how to recognise and report an incident of bullying behaviour and are comfortable with the means of doing so;
- being aware of their responsibility to prevent and respond to prejudice-based bullying behaviour;
- ensuring that they are aware of, and are adhering to, the procedures for monitoring and recording alleged incidents of bullying behaviour;
- actively contribute to the development, delivery, and review of anti-bullying behaviour strategies within the learning environment; and
- acting as a positive role model in establishing respectful relationships.

6. Reporting, Responding and Recording

Reporting

Any young person who is concerned about their own wellbeing or that of others should in the first instance report this to their Pupil Support Teacher. Where this is not possible, the young person should report this to their Year Head or any other member of staff.

This process is also in place for staff, parents or other adults who become concerned about a young person.

If a young person is finding it difficult to talk about a concern they can pass a note via the school office and staff will respond accordingly.

Responding

When responding to bullying or suspected bullying, staff should ask themselves the following questions:

- What was the behaviour?
- What impact did it have?
- What does this child want me to do?
- What do I need to do about it?
- Is there any evidence of prejudice behaviour or attitudes?

Remembering that bullying is both behaviour and impact, staff are expected to address both behaviour and impact.

Reports of alleged bullying made by parents/carers/others will be treated as bullying incidents and schools will aim to complete an investigation and implement any remedial action within 3 working days and communicate the outcome to affected children, young people and their parents, where appropriate. Investigations into alleged incidents of bullying behaviour should begin as soon as is practical.

Staff should use their professional judgement to determine at which stage parents/carers should be involved when there are bullying concerns. Renfrewshire Council expects its staff to consider the wishes of a young person in relation to sharing concerns about bullying with parents. Staff should act in the spirit of GIRFEC and consider the best interest of a child. If a child or young person indicates that telling a parent could cause harm or distress, this needs to be considered. Their right to privacy is not an absolute right, and where there is a child protection concern, local procedures must be followed.

Each incident should be reviewed after an agreed period of time. After this period of time, staff should endeavour to meet with all young people involved to reassess the situation and the relationship between them. The manner in which this review takes place will depend on the nature of the incident and age of those involved.

Recording

Each incident of bullying which takes place in a school will be recorded in the Bullying & Equalities module within SEEMIS Click & Go.

When recording bullying incidents, the following information must be included:

- The children and young people involved as well as other adults
- The type of bullying experienced – name calling, threats or rumours etc.
- Any underlying prejudice including details of any protected characteristics
- The impact of the bullying incident, including consideration of personal or additional support needs and wellbeing concerns and
- Actions taken including resolution at an individual or organisational level.

Staff should use their professional judgement when deciding when to record on the SEEMIS module. In line with the national guidance and this policy, **not all disagreements between children and young people are necessarily bullying** and staff should consider the behaviour and the impact before deciding if it is to be recorded as bullying.

7. Support for Children and Young people

Support for children and young people affected by bullying behaviour is essential, both immediately following the incident, and, during an agreed period of review. This includes support for those children and young people who have exhibited bullying behaviour. Peer support, staff support, parental support and partner agency support can all play a vital role in ensuring there is little or no long-term effect on someone who has been subjected to bullying behaviour.

At Renfrew High School we use restorative practice to repair harm caused and restore relationships by:

- Reflecting on what has happened
- Considering who has been affected
- Exploring what might be needed to restore and move on