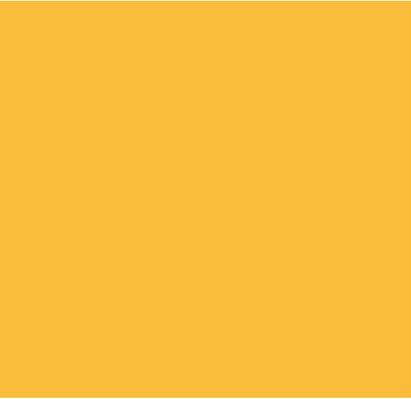




Improving Lives Together
Ambition | Compassion | Integrity



Crieff High School Anti-Bullying Policy

Education & Children's Services



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Introduction

National Context

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People

Respect for All aims to ensure that all sectors and communities, at a national and local level, are consistently and coherently contributing to a holistic approach to anti-bullying, regardless of the type of bullying. This includes an explicit commitment to addressing prejudice-based bullying.

Respectme: Scotland's anti-bullying service.

The service is fully funded by the Scottish Government and is managed by SAMH (Scottish Association for Mental Health) in partnership with LGBT Youth Scotland.

Their vision is of a respecting, just, equal and inclusive Scotland in which all children and young people can live free from bullying and harassment and are encouraged to reach their full potential.

The United Nations Convention on the Rights of the Child (UNCRC) is a complete statement of children's rights. The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

Local Context

Perth and Kinross Council is strongly committed to providing a safe environment for all people in its educational establishments. Their Vision of 'Improving Lives Together' and Values of 'Ambition, Compassion and Integrity' influence the way we all work with each other and the people we serve.

School Context

Crieff High School's Positive Relationships Policy explains the school's commitment to ensuring positive relationships and to build and strengthen our positive ethos to create a culture of success for all our young people. Developing positive relationships and a climate of mutual respect and trust is central to our approach to supporting young people and an integral part of our practice within Crieff High School.

Bullying, prejudice, and discrimination are never acceptable. Young people and staff have the right to learn and work in a safe, fair and secure environment. The emotional health and wellbeing of young people and staff is essential for our young people to have the best start to life and to have successful life chances. This Anti-Bullying Policy has been produced after consultation with young people, parents/carers and staff and explains our commitment to creating a safe environment for all people as well as addressing any concerns of bullying, prejudice or discrimination within our school.

As a school working towards Rights Respecting Gold Status, Crieff High School has a responsibility to help all young people develop positive attitudes and behaviour towards others.

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The United Nations Convention on the Rights of the Child (UNCRC) is embedded in the approaches within our school.



- ✓ Article 2 *The right to protection against discrimination*
- ✓ Article 3 *The right for my best interests to be the top priority*
- ✓ Article 19 *The right to be protected from being hurt or badly treated.*
- ✓ Article 28 *The right to an education*
- ✓ Article 29 *The right to an education which develops your personality and your respect for other's rights and the environment.*

Crieff High School aims to create a culture where young people and staff feel valued, included, respected, safe and secure and where students are supported to achieve and attain their very best. We actively create a positive ethos and a culture of mutual respect between young people and between young people and adults by embracing diversity, respecting individuality, and promoting tolerance and understanding.

We are committed to promoting equality of opportunity for all and we actively work towards eliminating all forms of bullying, prejudice and discrimination. We challenge inequality and promote inclusive, nurturing environments.

We recognise the effects that bullying, prejudice and discrimination can have on a young person's feelings of worth, on their health and wellbeing, and on their schoolwork and offer support to any young person impacted by bullying or prejudice.

As explained in our Positive Relationships Policy, we use restorative approaches to repair and strengthen relationships between young people and between staff and young people within our whole school community.

Promotion of Equality, Ethos and Culture

Through the Curriculum for Excellence, we:

- increase knowledge of children's rights and responsibilities as responsible citizens
- challenge stereotypes, bias, and discrimination, including prejudice-based attitudes and language
- aim to deliver an inclusive curriculum that reflects on all identities: disability; race; sex; pregnancy/maternity; religion/belief; sexual orientation; gender reassignment; age; marriage/civil partnership as well as asylum seeker or refugee status; body image; being care experienced; social or economic status; young carer responsibilities; imprisonment of parents/carers, siblings, or other family members. This enables our children and young people to develop their sense of understanding and inclusion of others as well as seeing themselves reflected in the learning community
- aim to provide age and ability-appropriate reading materials and resources that positively reflect and represent diversity and reflect the protected characteristics, e.g. family structures that include single parents, people from minority ethnic backgrounds, disabled people, same-sex parents.
- build resilience and empathy in young people as confident individuals
- raise awareness about bullying and our Anti-Bullying Procedure across a range of school subjects.

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- promote tolerance, friendship and understanding of a range of religions, and cultures through different aspects of our curriculum. This includes teaching in RE/RMPS, Citizenship, and Personal & Social Education.

By promoting a positive school ethos, with a focus on rights, equalities and health and wellbeing, we hope to prevent bullying, prejudice and discrimination happening. For example,

- our pupil LGBT (Lesbian, Gay, Bisexual and Transgender) Champions Group actively supports the school's work on prevention of bullying, prejudice, and discrimination.
- our pupil Equalities group recognises, supports, and celebrates differences. This is done through weekly lunch meetings, social media, and fundraising.
- newly created posters advertise our Anti-Bullying policy. This poster acts as a reminder for pupils that bullying, prejudice and discrimination are not acceptable and what to do if they or someone they know is being bullied or experiencing prejudice.
- bullying, prejudice and discrimination and other equality-related issues are a standing item on the SLT meetings and staff are provided with a monthly update on bullying data, so they are aware of any current concerns.
- we carry out regular surveys and focus groups to evaluate ethos and health and wellbeing in the school.
- daily Form class provides pupils with an additional key adult to build positive relationships and support health and wellbeing. Form time is utilised to raise awareness of diversity through regular inputs throughout the year.
- the school holds diversity and anti-bullying projects to raise the profile of these issues. For example, during Anti-Bullying Week we also hold anti-bullying assemblies and discuss bullying within PSE lessons and across other subjects.
- the school continues to engage with the LGBT Charter to work towards Bronze Award. All teaching staff have engaged with LGBT Awareness training to increase knowledge around LGBT identities, barriers faced by LGBT pupils in Education and to develop greater awareness of policies and inclusive practice relevant to supporting and protecting LGBT pupils.
- the Rights Respecting School group ensure that all pupils are aware of and learn about their human rights through lessons, form class training, events, assemblies, and displays.
- the Mentors in Violence Prevention (MVP) programme is established in the school. Senior pupils are trained and empowered to be active participants with the ability to support and challenge attitudes of beliefs and cultural norms that underpin gender-based violence, bullying and other forms of violence. It addressed a range of behaviours including name-calling, sexting and harassment. MVP seniors become mentors through coaching of MVP trained staff and agencies RASAC and Police Scotland to deliver interactive sessions to BGE pupils.
- Mental Health Ambassadors are trained seniors who support and raise awareness about mental health. They facilitate discussion about Mental Health through school events and through social media to promote a positive ethos in supporting health and wellbeing
- Anti-Bullying Ambassadors have contributed towards the promotion of our Anti-Bullying Policy through leading assemblies. Ambassadors will also play an active role in the review of this policy.
- RASAC Ambassadors act as a voice of young people challenging inequality, sexual violence and its effects on society.
- Respectme can provide parents/carers with the opportunity to share key messages about recognising, preventing, and responding to bullying behaviour, reinforcing the importance of working together in addressing bullying.

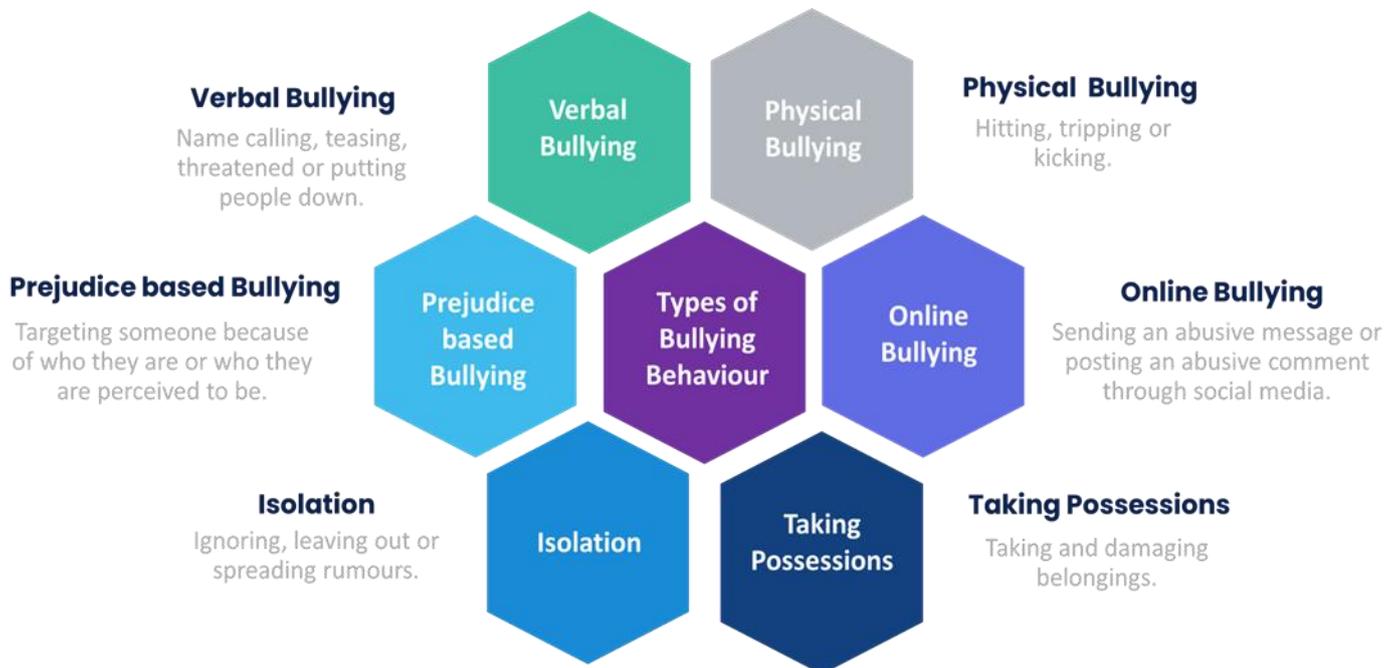
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- we work closely with other agencies and partners to access support and interventions for young people. For example, Logos, Services for Young People, Community Link, RASAC, Mindspace, Lighthouse, Hillcrest, Educational Psychologist, School Nurse, Young Women Know, YMCA Tayside, respectme, and MVP.
- our staff engage with professional learning to increase their awareness and understanding of all forms of bullying, prejudice, and discrimination as well as to develop skills in restorative practice.

What do we mean by Bullying?

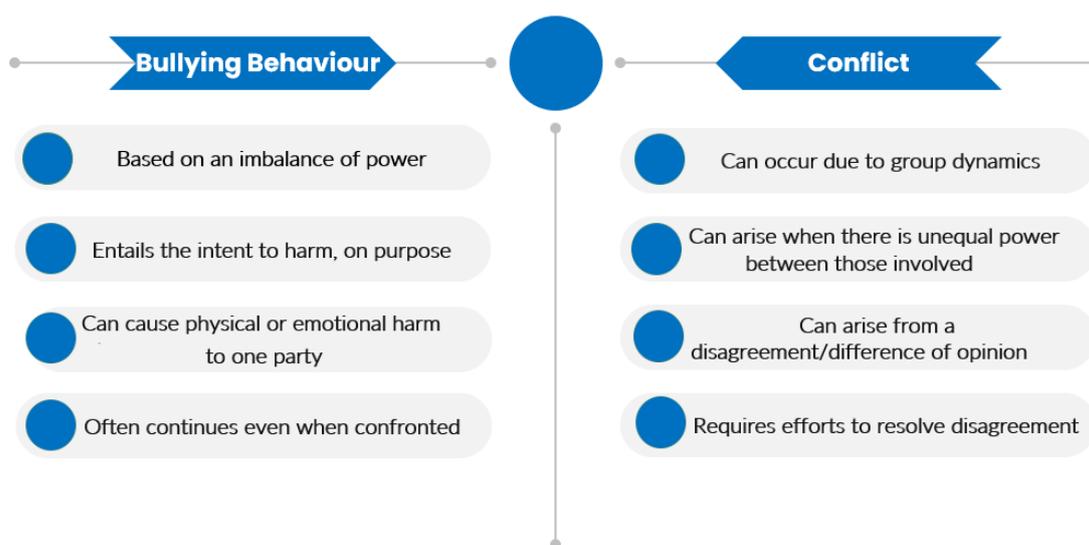
Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (respectme, 2015)





Bullying Behaviour vs Conflict

Young people will fall out and disagree with each other as they form and build relationships. While this is a normal part of growing up and many young people have the ability to bounce back from this type of behaviour, we recognise the importance of providing young people with the opportunity to discuss how they feel and help them to develop resilience to manage their relationships.



We should always remember that children will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment. (respectme, 2018)

Online Bullying

Online bullying, or 'cyberbullying' as it is often referred to, will not be treated any differently to face to face bullying; it's still about behaviour and impact. The behaviour is the same, but it takes place online, usually on social networking sites and online gaming platforms, and can include a person being called names, threatened or having rumours spread about them.

In Crieff High School we will address online bullying as part of our anti-bullying approach to ensure a consistent approach to all aspects of bullying behaviour.

Parents and Carers have a role to work collaboratively and respectfully with staff, young people, and other parents/carers where appropriate to help ensure online bullying, discrimination and prejudice cannot thrive by monitoring closely the young person's use of mobile phone and the internet and intervene if there is a suspicion that these are being used inappropriately.

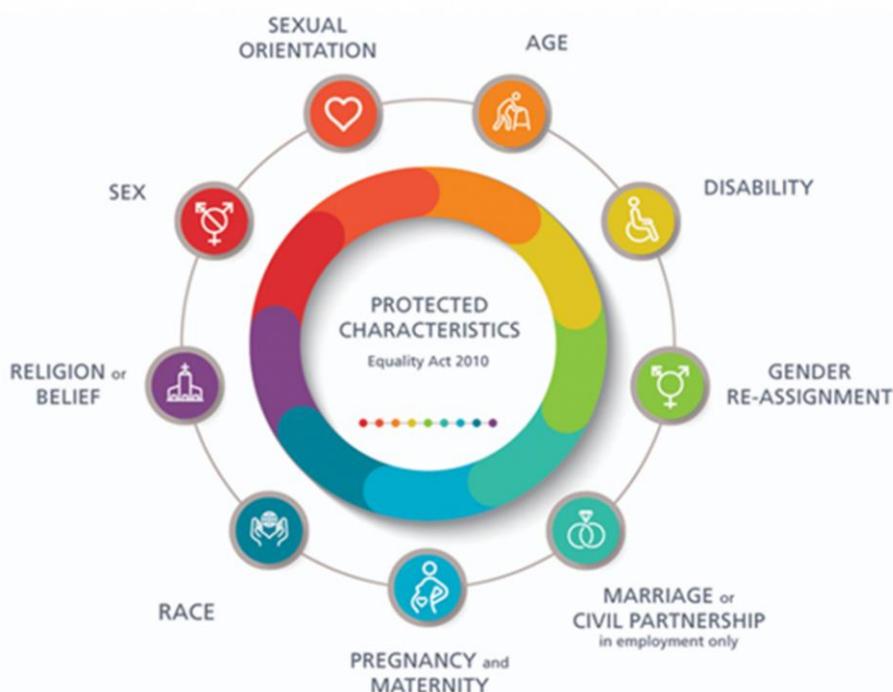


Prejudice-based Bullying

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. **(Respect for All, 2017)**

Bullying behaviour may be as a result of prejudice that relates to actual or perceived differences. This can lead to behaviour and language that could manifest into racism, sexism, biphobia, homophobia, transphobia or prejudice and discrimination towards disability or faith.

The Equality Act 2010 supports progress on equality, particularly in relation to the following protected characteristics:



Young people may also experience bullying in relation to asylum seeker or refugee status; body image; being care experienced; social and economic status; young carer responsibilities; imprisonment of parent/carers or other family members or due to additional support needs.

Hate crime is defined through the 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.

Bullying can be motivated by prejudice similar to hate crime, but the difference is when a crime has taken place, such as assault, graffiti or a breach of the peace which has been motivated by prejudice.

School staff, parents and young people can seek appropriate advice and guidance from Police Scotland if they feel a hate crime may have taken place.

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Responding to Allegations of Bullying Behaviour

At Crieff High School, we believe it is important that our young people feel valued, listened to, and supported. We will challenge prejudice, promote high standards and are committed to responding quickly and dealing effectively with any suspected bullying behaviour.

Preventing and responding to bullying behaviour is the responsibility of all members of the school community – staff, young people, and parents/carers.

Headteacher

- Responsible for the introduction and implementation of this policy.

DHT (Support)

- Ensure that all allegations are reported and recorded rigorously.
- Monitor SEEMiS Bullying and Equalities Module reports monthly.
- Share monthly information with all school staff.

Guidance Teachers/Year Heads

- Treat all allegations and observation of bullying, discrimination and prejudiced behaviour and language seriously.
- Explain the process to the young people concerned, as laid out in Process 1 – Processes for Young People who experience Bullying Behaviour.
- Seek to address incidents as laid out in Process 2 – Processes for Crieff High School Staff.
- Ensure that all allegations are recorded on the SEEMiS Bullying and Equalities Module.

All School Staff

- Treat all allegations and observation of bullying, discrimination and prejudiced behaviour and language seriously.
- Challenge any bullying behaviour that is observed/overheard.
- Record any incidents of bullying behaviour and prejudice on an incident form and send to the appropriate Guidance Teacher as explained in 'Processes for Crieff High School Staff'.

Young People

- Report all incidents and suspected incidents of any type of bullying, discrimination, or prejudice to a member of staff.
- Support each other to seek help from a member of staff to ensure that everyone feels safe, and nobody feels excluded or afraid in school.
- Allegations of bullying can also be reported through the designated reporting section on the school website CHSContactus@pkc.gov.uk or through House email addresses or by messaging the House mobile phones.

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School staff will offer support to young people who have experienced bullying behaviour.

- We listen to the young person and explain our processes.
- We reassure them that they have done the right thing by speaking about what has happened.
- We encourage them to talk about how they feel, find out what happened and who was involved.
- We involve them in making choices about how the matter could be resolved.
- We discuss strategies for being safe and staying safe.
- We ask them to report any further incidents to us straight away.
- We affirm that the bullying can be stopped and that we will persist with intervention until it does.
- We say clearly what will happen next and that we will update them on progress.
- When the incident has been resolved, we monitor and check that bullying has not started again, and no further supports are required.

What happens next?

- The teacher or member of staff who witnesses the behaviour or receives the report will record the incident on an Incident Form and discuss next steps with the designated member of staff.
- At all times, child protection procedures and/or Risk Management procedures should be followed, if necessary.
- In most cases, further investigation will be done by a Guidance Teacher or Year Head.
- Further investigation may involve:
 - Speaking with the young people involved, preserving confidentiality.
 - Speaking with the young people or others who witnessed the incident, preserving confidentiality.
- Contact may be made with parents (after consultation with the young person).
- Advice may be sought from partner services and relevant organisations.
- In cases where there may be criminal implications (e.g. sexual assault or hate crime) contact with Police Scotland may be required
- If it is found that bullying, prejudice or discrimination has taken place, we will take appropriate and proportionate action (see examples of possible actions below).
- If it is found that bullying, prejudice or discrimination has not taken place, we will speak with the young person who reported the incident and offer further support if needed.
- At all times, we will update the young person who reported bullying, prejudice or discrimination.

Our work with pupils who bully others or present prejudiced or discriminatory attitudes / behaviour

- A young person who is bullying someone else may not be doing this consciously, but the impact of bullying, prejudice or discrimination is still felt, and this is taken seriously. Pupils who engage in bullying behaviour or present prejudiced or discriminatory attitudes / behaviour will be treated fairly and consistently using actions that are proportionate and appropriate to the age and stage of the child and to the incident (see below).
- We interview the pupil (or pupils) involved in the incident separately.
- We listen to their version of events and take time to discover the reasons for the behaviour.
- We talk to anyone who may have witnessed the incident.



- We reinforce the message that bullying, prejudice and discrimination are not acceptable, and that we expect it to stop.
- We address prejudicial or discriminatory attitudes that may be behind the behaviour
- We seek a commitment to stop bullying.
- We consider consequences under our school's Positive Relationships Policy.
- We consider what support the pupil needs and whether other referrals are required, e.g. educational psychologist, counsellor.
- In cases where there may be criminal implications (e.g. sexual assault or hate crime) contact with Police Scotland may be required
- We advise pupils responsible for bullying, prejudice or discrimination that we check to ensure that the behaviour stops.
- We contact the parents of the pupil(s) at an early stage, where appropriate.
- We follow up after incidents to check that the bullying, prejudiced or discriminatory behaviour has not started again in any form.

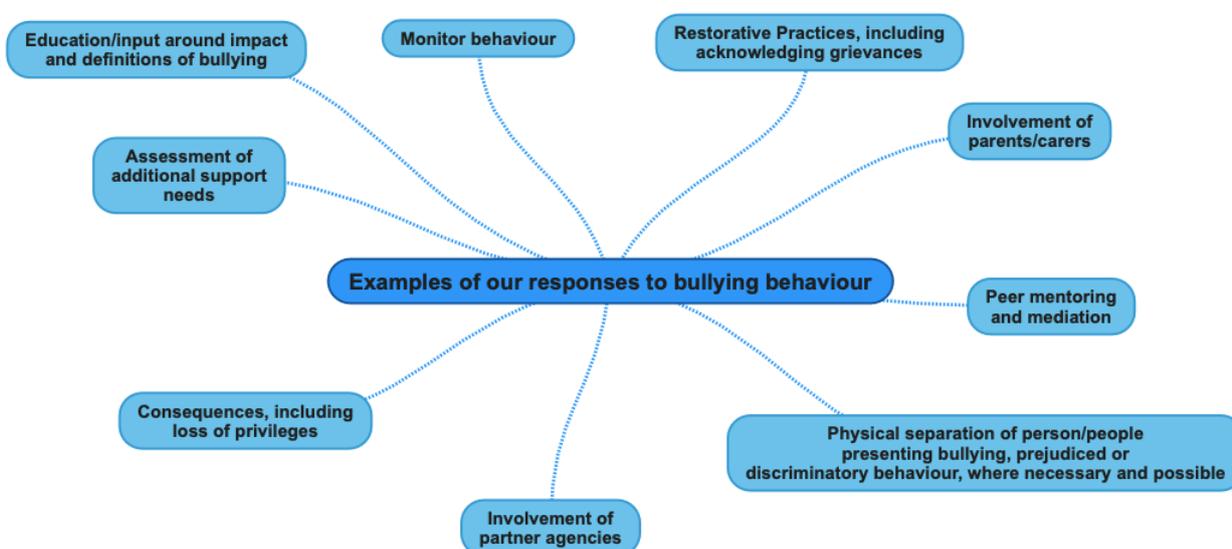
Bullying outside the school premises

We know that bullying, prejudice and discrimination can occur outside the school gates and via mobile phones and social network internet sites. The behaviour may be presented by pupils from our own school, by pupils from other schools or by people who are not at school at all.

Where a pupil or parent informs us of bullying, prejudice or discrimination outside the school premises we will:

- Talk to pupils about how to avoid or handle these incidents outside of school.
- Talk to the SLT of any other school(s) whose pupils are allegedly presenting bullying, discrimination and prejudiced behaviour.
- Talk to the transport company about bullying on buses.
- Talk to the police, if appropriate.

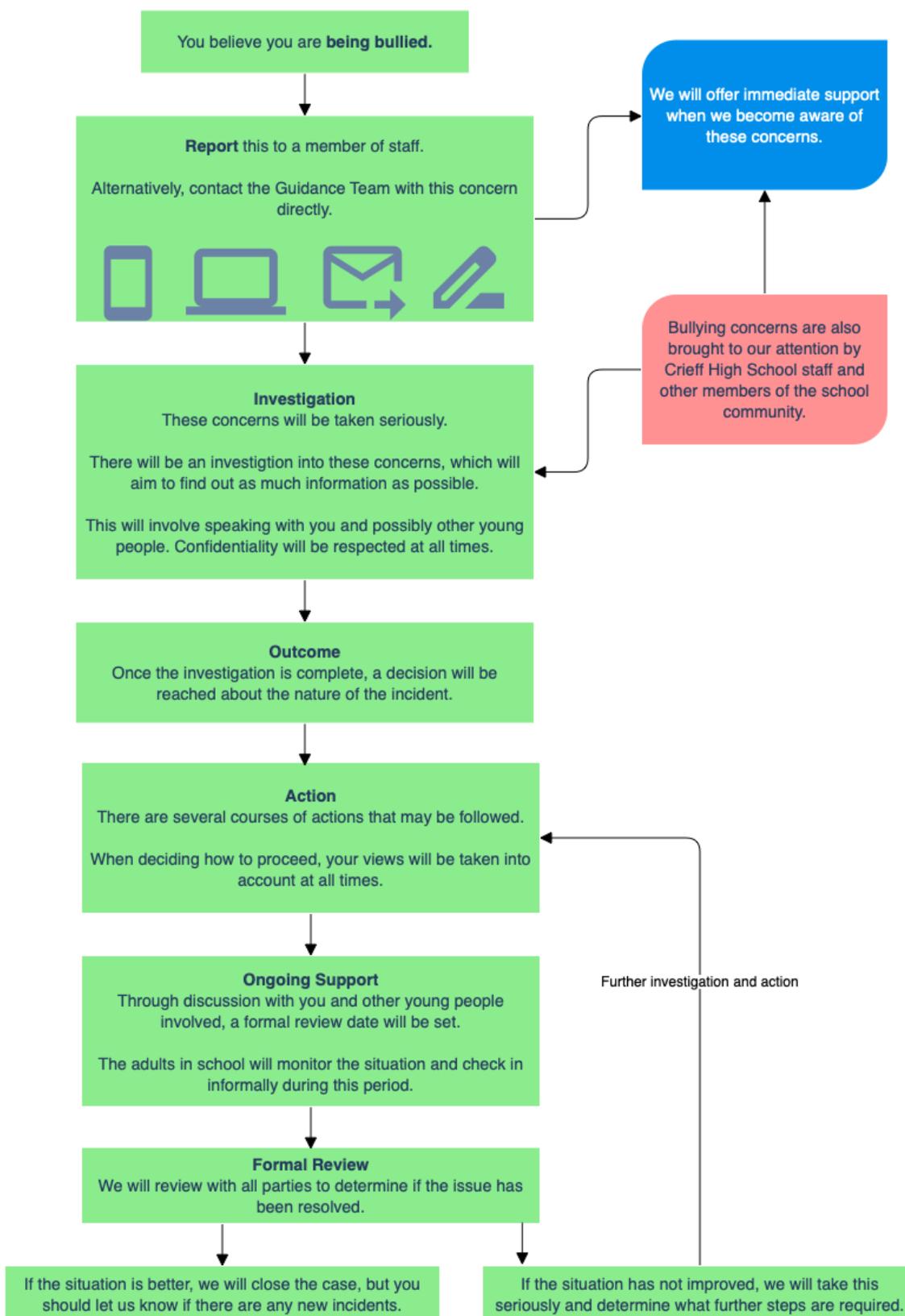
Examples of our Actions



Article 28 (right to education) - Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

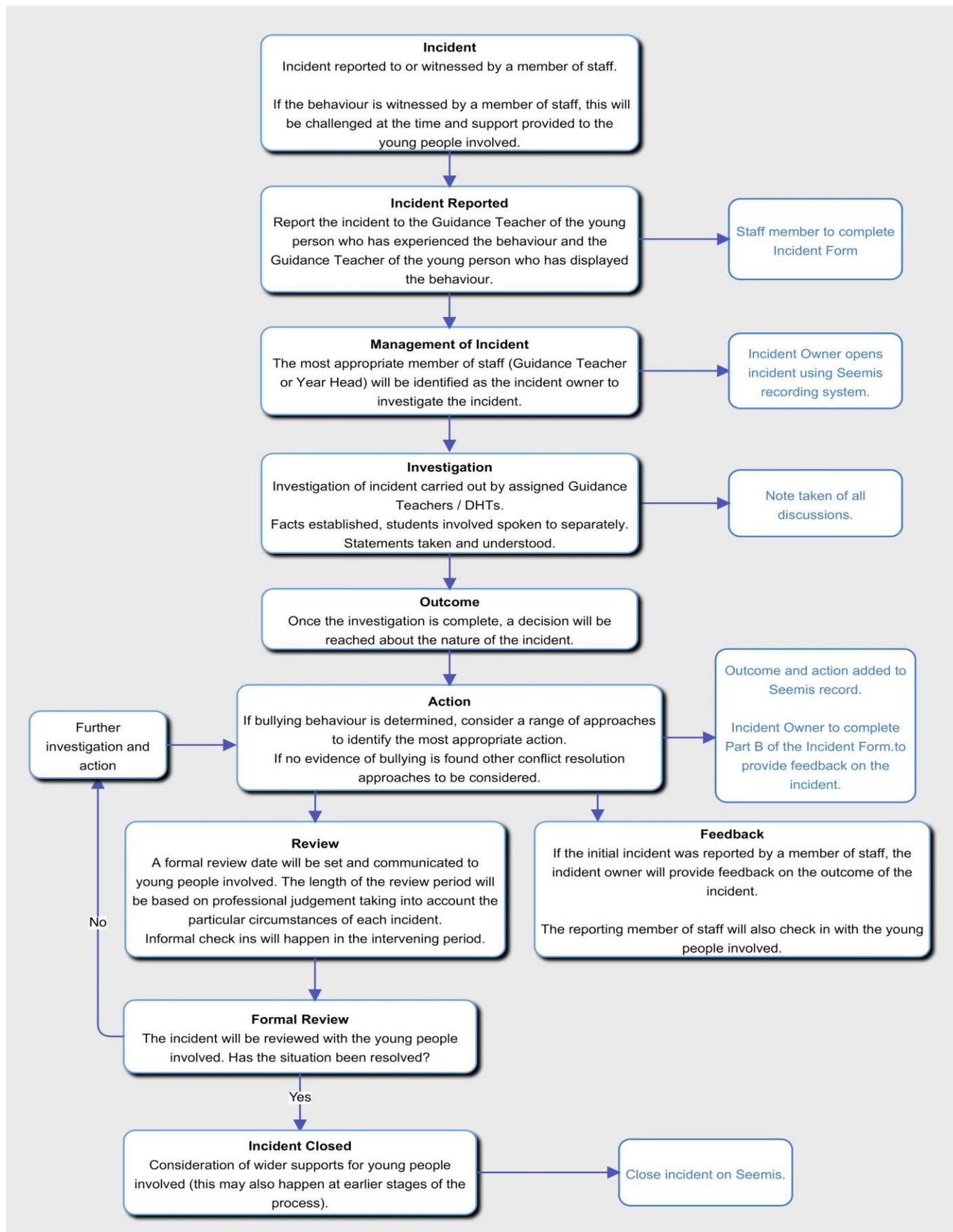


Processes for Young People who experience Bullying Behaviour





Processes for Crieff High School Staff





Approaches to Communication and Reviewing the Anti-Bullying Policy

Promotion of the Policy

The following will be carried out to promote our Anti-Bullying Policy throughout the session:

- The Anti-Bullying Policy will be introduced through year group assemblies.
- Our Anti-Bullying Ambassadors will promote our anti-bullying policy and procedures across the school throughout the year.
- Posters will be on display across the school explaining how to report bullying, discrimination and prejudice or seek support.
- The Form Bulletin will explain the processes for reporting allegations of bullying behaviour. This will also be reinforced through PSE classes.
- The Anti-Bullying Policy will be shared on the school website along with the link to report bullying behaviour.

Concerns and Feedback

If pupils or parents/carers feel that we have not dealt well with an incident of bullying, discrimination and prejudice or a wider community issue and it has not been resolved to their satisfaction then please contact the Depute Headteacher or Headteacher in the first instance.

If the Depute Headteacher or the Head Teacher cannot resolve these concerns informally, parents/carers can raise their concerns more formally through the school's Complaints Procedure. If early resolution at this stage is not achieved, then parents/carers can use the Council's Advice and Conciliation Service.

We are also pleased to receive positive feedback from parents/carers when things have gone well.

Evaluating and Reviewing our Procedures

The effectiveness of Crieff High School's Anti-Bullying Policy and procedures will be evaluated on an annual basis by reviewing the number and type of incidents that are reported alongside the attendance, exclusions, attainment, and achievement of pupils in protected groups.

Pupils' perceptions and experiences of bullying are gathered through questionnaires and focus groups.

Feedback received from parents is also taken into consideration.

Created in November 2022. The procedure will be reviewed formally after 1 year.



Further Reading

- [UN Convention on the Rights of the Child - UNICEF UK](#)
- Respect for All: The National Approach to anti-bullying
<https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>
- The Equality Act (2010) <https://www.equalityhumanrights.com/en/equality-act>
- Respectme- Scotland's Anti-Bullying Service <https://respectme.org.uk/>
- Respectme- Online Safety for parents and carers <https://respectme.org.uk/adults/online-safety-for-parents-and-carers/>
- Respectme- Bullying a guide for parents and carers
<https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/>
- Respectme- Prejudice-based Bullying <https://respectme.org.uk/bullying/prejudice-based-bullying/>