Sgoil Lionacleit

Anti-Bullying Policy

January 2021

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Rationale

Bullying behaviour is never acceptable at Sgoil Lionacleit.

All young people should expect to feel valued, respected, safe and free from bullying behaviour. This policy establishes a set of guidelines for staff, pupils and parents.

Definition of Bullying

The organisation 'respectme' is Scotland's anti-bullying service. They define bullying as:

"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)

Further considerations
- There does not need to be intent.
- This behaviour does not need to be persistent, but the threat can be sustained.
- Bullying is behaviour and impact – never one on its own.
- Bullying occurs within the context of relationships.
- Bullying can be verbal, social, physical, emotional or prejudice based.
- It is best to avoid labelling and using terms such as 'bully' and 'victim.'

Key Legislation and Policies
This policy is set within a number of local and national strategies and legislation, as set out below:

1.   The Human Rights Act 1998
- Places a public duty on authorities to carry out their functions in a matter that is compatible with the right to life, the prohibition of torture, inhuman and degrading treatment, the right to respect for private and family life, the right to education.

2.   The United Nations Convention on the Rights of the Child
- Is concerned with the promotion and upholding of the rights of children and young people - a number of articles are relevant to these guidelines
    - Article 3 – the best interests of the child must be a top priority in all things that affect them
    - Article 12 – every child has the right to have a say in all matters affecting them, and to have their views taken seriously
    - Article 19 - Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

o <u>Article 29</u> – education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures, and the environment

- Sgoil Lionacleit promotes the Rights Respecting School Award (RRSA). We currently hold our Bronze Award and are working towards our Silver Award. RRSA promotes the values and principles of The United Nations Convention on the Rights of the Child (UNCRC), and supports an ethos of meaningful pupil participation, respect and positive relationships.

3. The Equality Act 2010 places a duty on schools to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.
- The protected characteristics are:-:
  - Age
  - Disability
  - Sex (Gender)
  - Gender reassignment (Transgender)
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sexual orientation

4. The Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009

- Provides the legal framework underpinning the system for supporting children and young people who have additional support needs. Children or young people may require additional support for a variety of reasons and may include those who are bullied at school. These needs can be temporary or transient.

5. Scottish Schools (Parental Involvement) Act 2006

- Promotes the future involvement of parents in their children's education and in the development plans for schools. This act puts a responsibility on schools, family and communities to address discrimination with a duty to actively promote equality and promote children's health, wellbeing and development.

6. The Children and Young People's Act (Scotland) 2014 places *GIRFEC* – Getting It Right For Every Child - in statute

- GIRFEC promotes action to improve the wellbeing of all children and young people underpinned by shared principles and values in line with the UN Convention on the

Rights of the Child. It is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:
- o Builds solutions with and around children, young people and families.
- o Enables children and young people to get the help they need when they need it.
- o Supports a positive shift in culture, systems and practice.
- o Involves working together to make things better.
- The 8 wellbeing indicators consider the basic requirements for all children and young people to grow and develop and reach their full potential: safe, *healthy, achieving, nurtured, active, respected, responsible and included.*

Guidance for young people on reporting a concern about bullying

All pupils are advised to tell a member of school staff if they have a concern about bullying behaviour. If they are able to talk to their Guidance Teacher this is the best person to speak to. However they can talk, in the first instance, to any member of staff, this may be their class teacher or a teacher they feel confident talking to. They may wish to speak with a peer within the class or a senior pupil. Support will then be provided where advice on strategies to deal with bullying behaviour will be given, including online bullying.

Guidance for parents on reporting a concern about bullying

All parents are advised to telephone their child's Guidance Teacher if they have a concern about bullying behaviour. Guidance Teacher will work with the parent to agree a positive way forward, agree appropriate supports and review progress.

If a parent has a concern relating to bullying behaviour through social media out with school they should contact Police Scotland.

As a proactive measure to ensure their child's online safety parents should consider the following actions:
1. Check the set-up of social media accounts e.g. privacy settings
2. Be vigilant on their child's use of social media and what is being posted.
3. If concerned about bullying behaviour on social media contact relevant agencies e.g. Police Scotland

Guidance for staff on how to respond to a concern about bullying

All school staff, both teaching and non-teaching has a duty to report bullying behaviour. In the first instance, this should be reported to the Principal Teacher of Guidance.
The Guidance Teacher will investigate the concern by listening to and speaking with the pupil. The Guidance Teacher will respond to enable agency to be restored and take into account the wishes of the child. To support young people, the PTG will use a range of strategies which may include:
- a restorative meeting
- counselling support
- application of aspects of the school's discipline policy
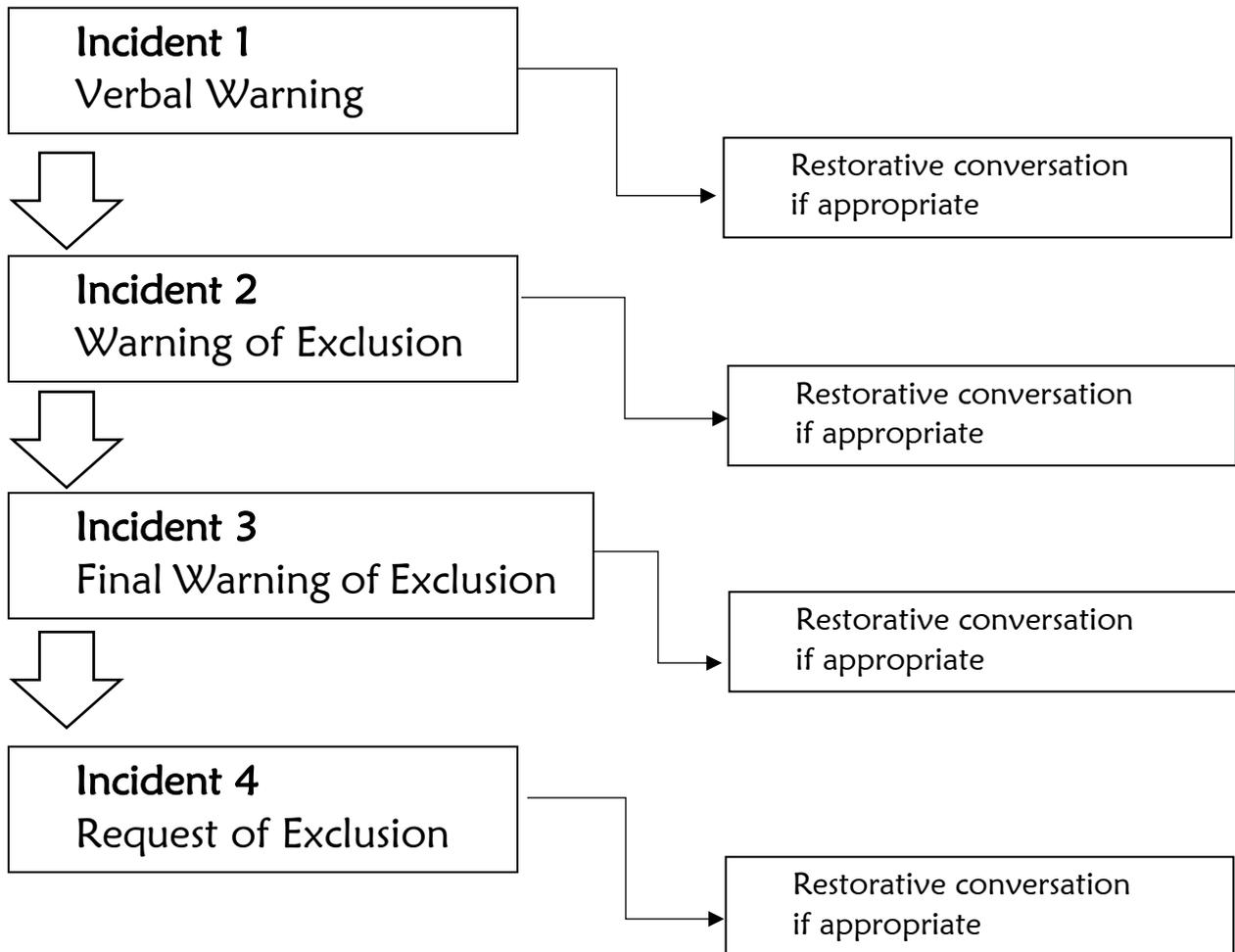- a meeting with parents

If the bullying behaviour persists despite these interventions, the PTG will refer the case to the Depute Head Teacher for their year group.

Where there is a report of bullying behaviour through social media it may be necessary to work in partnership with other agencies such as Police Scotland.

Recording Bullying Incidents

Sgoil Lionacleit has clear procedures in place for the recording of bullying incidents on the management information system (SEEMIS) if and when it is appropriate to do so.

Bullying Incident Consequences

Incident 1
Verbal Warning

→ Restorative conversation if appropriate

Incident 2
Warning of Exclusion

→ Restorative conversation if appropriate

Incident 3
Final Warning of Exclusion

→ Restorative conversation if appropriate

Incident 4
Request of Exclusion

→ Restorative conversation if appropriate

Information on how this policy will be shared with all stakeholders, including parents/carers and young people

The policy will be discussed on an annual basis. A copy will be available on the website for all parents/carers, young people and stakeholders. At the start of session, the policy will be revisited in all PSE classes. Paper copies will be available from the school office on request. The policy will be discussed and reviewed with colleagues in Sgoil Lionacleit on an annual basis.

How we will continue to raise awareness of the policy and of approaches to tackling bullying through the curriculum and other programmes

- There is a detailed school policy for all staff to follow. This sets out a definition of bullying and the procedures for staff to report and investigate incidents of bullying behaviour.
- The weekly PSE lesson teaches about personal relationships, the appreciation of cultural differences and bullying, including the school's procedures for dealing with it.
- Several subjects in the curriculum (Religious and Moral Education, English, Social Subjects) teach about personal relationships, tolerance, the multi-cultural nature of society and bullying.
- Sgoil Lionacleit is Against Bullying Behaviour posters are displayed in the school.
- The school's anti-bullying policy is part of the induction process for new staff.

Appendix 1- Prejudice-Based Bullying

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.

Transgender
Is an umbrella term used to describe someone who does not conform to society's view of being male or female. 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 inequality and stereotyping can leave children and young people, and in particular girls, who do not conform to these norms vulnerable to bullying.
Bullying in the form of derogatory language, online comments 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 if they do not behave in such a way towards others. 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 actual or perceived difference. These terms can be of an explicit gender-based nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards someone.
This behaviour 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 term 'sexual bullying' as a descriptor in policies or in practice – it is an unclear and reductive term. Sexual assault and exploitation are not types of bullying, they are abuse.

Gender-based bullying – if unchallenged can lead to a deepening of attitudes and behaviour towards girls or those who do not conform to gender norms that can escalate to more abusive behaviours. This behaviour can take place face to face, in private and online or sometimes a combination of all of these. What happens or is shared online will directly impact on a person and that should be our focus. In all probability online activity will relate directly to an experience or conversation they have had in person.
Successful anti-bullying work focuses on equalities and developing and modelling relationships based on respect and fairness – and this must include gender.

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.

Appendix 2 – Bullying on Social Media

With the rise of mobile phones and hand-held devices, social media has become a part of everyone's life and the use of social media has seen the growth of online bullying. Forms of online bullying can include:

- Spreading malicious & abusive rumours
- Harassment
- Intimidation & blackmail
- Stalking someone online
- Posting embarrassing or humiliating images
- Trolling
- Setting up false profiles and catfishing

If someone is been bullied via social media, the first thing they should do is to block the person that is bullying them and report them to the social media site. Screenshots of the messages should be taken as they may be needed as proof.

Any incidences of cyberbullying should also be reported to the young person's Guidance Teacher as often the bullying is not isolated to social media.

Parents & guardians can do a great deal to safeguard young people online.

Appendix 3- Useful Links and Resources

Childline - www.childline.org.uk - ChildLine is a private and confidential service for children and young people up to the age of 19.

Children and Young People's Commissioner Scotland - www.cypcs.org.uk - This site is for children and young people in Scotland, your parents and the adults who work with you. Here, you can learn about your rights, make your voice heard and find out who can help you live a safe and happy life.

Respectme - www.respectme.org.uk/ - We work with all adults involved in the lives of children and young people to give them the practical skills and confidence to deal with children who are bullied and those who bully others.

See Me - https://www.seemescotland.org/ - See Me is Scotland's programme to tackle mental health stigma and discrimination. We are funded by the Scottish Government and Comic Relief, and managed by SAMH and the Mental Health Foundation.

Stonewall – www.stonewall.org.uk - Institutions have power and influence. We will reach more people and have a greater impact by transforming institutions and by embedding an inclusive and accepting culture. We will work with all organisations, including workplaces, schools, healthcare providers, sports clubs and religious institutions, here and abroad, to ensure they offer inclusive, equal and inspiring environments for lesbian, gay, bisexual and trans people.

Unicef Rights Respecting Schools - www.unicef.org.uk/rights-respecting-schools/ - The Rights Respecting Schools Award is a Unicef UK programme that aims to put children's rights at the heart of schools in the UK. We work with thousands of schools across the country to embed children's rights in their ethos and culture to improve well-being and develop every child's talents and abilities to their full potential.

Appendix 4 - Summary of the Policy

The summary statement 'Sgoil Lionacleit is Against Bullying Behaviour' was devised by pupils, parents and staff at the Anti-Bullying Policy Working Group.

SGOIL LIONACLEIT IS
AGAINST BULLYING

TYPES OF BULLYING BEHAVIOUR

GROUP HARASSMENT

PSYCHOLOGICAL

ISOLATION

PHYSICAL

VERBAL

CYBER

PREJUDICE-BASED BULLYING

RACE AND ETHNICITY

TRANSGENDER

HOMOPHOBIA

BODY IMAGE

DISABILITY

RELIGION

ADVICE

- TALK TO SOMEONE - TELL THEM HOW YOU FEEL
- DON'T RESPOND IN ANY NEGATIVE WAY,

  E.G. FIGHTING BACK OR COMMUNICATING THROUGH SOCIAL MEDIA
- RECEIVE SUPPORT FROM SCHOOL

  - THERE ARE PEOPLE THERE TO HELP!

WHO CAN HELP YOU?

- ANY TEACHER
- ANY OTHER PUPIL
- ANY SUPPORT FOR LEARNING ASSISTANT
- YOUR PARENT/CARER/FAMILY MEMBER

ChildLine
0800 1111

Sgoil Lionacleit