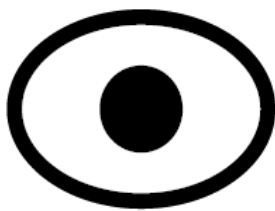


PERTH HIGH SCHOOL



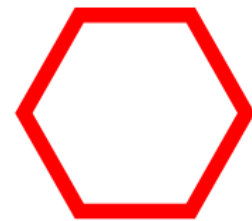
ANTI-BULLYING POLICY



SPOT IT



SAY IT



STOP IT

Action Against Bullying Policy

Aims

- To ensure that young people respect each other and behave in a considerate, sensitive and civilised manner;
- To allow young people to develop into Confident Individuals, Responsible Citizens, Successful Learners and Effective Contributors.

Objectives

- To stop bullying from occurring
- To provide young people, parents/carers and staff with information on how to prevent, reduce and resolve bullying behaviour when it occurs
- To provide information about what support is available for those on the receiving end of bullying behaviour and those displaying bullying behaviour
- To explain the procedures for logging instances of bullying behaviour in accordance with Perth & Kinross Council Policy
- To develop a culture that encourages respect, values opinion, celebrates difference and promotes positive relationships

'Every young person has a right to work and learn in an atmosphere that is free from victimisation and fear.'

'Children have the right to protection from all forms of violence (physical or mental). They must be given proper care by those looking after them.'

[U.N. convention on the Rights of the Child, Article 19]

Please note

Perth High School's **Better Relationships Policy** underpins all approaches to relationships and behaviour management within the school. At the heart of this policy, restorative approaches inform the key steps which will be taken to continue to establish positive working relationships. However, Perth High School takes any form of unwanted physical contact very seriously and insists that it can always be avoided. Police may be involved if an assault occurs.

What is Bullying Behaviour?

There are many different definitions of bullying behaviour. Bullying is both behaviour and impact. What someone does and the impact it has affects how much a person feels in control of themselves. It can be offensive, abusive, intimidating, malicious or insulting behaviour. It is an abuse of power which can undermine an individual or group contributing to unhappiness, anxiety and stress. The impact of bullying behaviour is a major barrier to learning.

Bullying is not a normal part of growing up.

Bullying can be understood as behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated.

The behaviour may be intentional or unintentional and may be repeated over time or be a one-off incident.

Bullying behaviours can be described as verbal, physical or 'cyber' and may include:

- name calling, teasing, putting down;
- hitting, tripping and kicking;
- threatening physical assault;
- stealing and damaging belongings;
- ignoring, isolating, leaving out others and spreading rumours;
- sending abusive text, email or instant messages;
- making people feel like they are being bullied or fearful of being bullied;
- targeting someone because of who they are or are perceived to be.

This is not an exhaustive list; there may be other behaviours that can be classed as bullying behaviour.

Children and young people can experience bullying behaviour for a variety of reasons (see Appendix 1): where they live; their sexual orientation, sex or gender identity (being LGBT); disability; the colour of their skin; what clothes they wear or what team they support. The one thing 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. **Perth & Kinross Council Equality Policy** states the importance of recognising, valuing, promoting and celebrating diversity across the entire school/learning community. Where a young person is perceived to be racist this will also be reported through PKC procedures for **Reporting a Racist Incident**.

Some of these reasons are discussed in the Equality Act (2010) and are listed there as '*protected characteristics*'. The ones that apply to schools are disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex. (There are two others – age and marriage and civil partnership which don't apply to schools). The Equality Act (2010) makes it the duty of all schools to ensure that people who share

protected characteristics and those who don't get on and don't face any prejudice or discrimination.

All complaints or allegations made by young people about being bullied will be taken seriously.

Whenever a young person feels bullied, victimised, distressed or "got at" by others, intervention procedures will be instigated promptly no matter how the bullying behaviour has been defined.

In order to effect behavioural change, labels such as 'victim' and 'bully' are avoided. "Respectme" (Scotland's Action Against Bullying Service) advises that 'the person experiencing bullying behaviour' and 'the person displaying bullying behaviour' should be used as alternatives.

Tackling Bullying

Preventing and responding to bullying behaviour is the responsibility of all members of a school community – young people, staff and parents/carers. Perth High School has in place procedures to address bullying behaviour and it is essential that all young people, staff and parents/carers are aware of these procedures. (See Appendix 2)

Management and Co-ordination of Perth High School's Action Against Bullying Policy

The Depute Head Teacher (Support), will manage and co-ordinate Anti-Bullying procedures. The DHT will ensure that staff, young people, parents/carers and support agencies have a knowledge and understanding of the Anti-Bullying procedures, thus ensuring a consistent whole school approach. The procedures will be revisited, evaluated and amended on an ongoing basis.

Perth High School has a responsibility to provide effective support to young people, including the person experiencing bullying behaviour and the person displaying bullying behaviour. Particular attention will be given to supporting vulnerable individuals and young people with Additional Support Needs. The circumstances and needs of individual young people will be taken into account when deciding on the approach to be adopted in resolving incidents of bullying behaviour. When reviewing and designing this policy, it was clear that young people, staff and parents of Perth High School wished the ethos to be one of a 'speak up culture'. The ethos we continue to encourage is one in which young people know is they **Spot It**, they should **Say It** and then we all can **Stop It**.

"Everyone needs to feel confident enough to speak up. We need to encourage people to come forward without feeling embarrassed or feel that by telling, things will get worse. When I reported bullying steps were taken and things did not get worse, they actually improved."

(S3 young person)

Young People

Young people will continue to be actively involved in the process of the review, development and implementation of the school's Anti-Bullying Policy. This will help their understanding and support of the policy, practice and procedures. All young people have a responsibility to contribute to the positive ethos and values of the school and to behave in a respectful manner towards one another. Young people will be supported to retain as much control as possible in any action taken about them and their confidentiality will be respected. Staff will make it clear what they will do when there are concerns about risk or harm and when information requires to be shared with others.

School staff and adult visitors to the school

Staff will be continuously aware of the influence they have on young people and be expected to display appropriate, respectful behaviour towards one another and young people. Day to day practices will reflect the message that bullying behaviour is never acceptable and will be continuously reinforced in all the work undertaken by staff. Bullying behaviour will never be ignored or accepted as behaviour typical of young people. Staff responses when dealing with young people who are involved in incidents of bullying behaviour are vitally important. We will work to ensure that our response is consistent, regardless of whom the young person approaches.

Parents/Carers

Perth High School will involve parents/carers in the process of the review, development and implementation of the school's Anti-Bullying Policy to assist their understanding and support of the policy in practice. All parents/carers will have access to the school's Anti-Bullying Policy, know whom to contact, and be aware of the procedures which are followed in resolving incidents of bullying behaviour.

When parents/carers approach the school about incidents of bullying behaviour or concerns, they will be listened to with empathy and respect. All concerns about bullying behaviour will be taken seriously. In turn, it is essential that parents/carers hear and understand the school's point of view. Feedback in response to concerns/complaints or allegations will be offered as soon as practicable and within a mutually agreed timescale. Parent/carer support during the resolution of difficult situations makes all the difference to the outcome for the young people concerned.

In our school community we aim to demonstrate how to resolve disagreements in respectful ways.

We ask parents and carers to discourage all forms of retaliation.

Prevention of Bullying

- Our Better Relationships policy and practices emphasise positive interactions and mutual respect on a daily basis throughout the school community
- Anti-Bullying is the responsibility of all staff
- Perth High School will promote a culture where bullying behaviour is unacceptable and all staff will model positive, respectful behaviour
- Anti-Bullying messages will be issued at assemblies and in personal and social education classes. These will include lessons covering the appropriate use of social media
- Social and dining areas will be supervised by staff
- Areas of safety will be made available to young people who feel upset or need support during school hours.

Interventions

The Scottish Government promotes the use of Restorative Practices. All staff in Perth High School have received training in Restorative Practices and this will be refreshed annually. In addition, anti-bullying training will be delivered to all staff. Whenever bullying behaviour is identified, methods of intervention will be put into place. To support our Anti-Bullying Policy we will also work with Community Link Workers (CLW), the Educational Psychology Service (EPS), and the PKC Services for Young People where appropriate. Professionals from these services are linked to the school and they not only offer help and advice to staff about dealing with bullying but can be involved in activities such as helping reintegrate young people, who may have been affected by bullying behaviour, back into school. Perth High School will also train a team of Mentors in Violence Prevention, S5/S6 pupils, who will be able to support young people who have experienced bullying behaviour. The MVPs will also support the delivery of Anti-Bullying messages in PSE lessons.

Recording of Bullying Incidents

Perth High School is required to use and put into practice the Authority's recording procedures which include arrangements to maintain individual records of alleged incidents of bullying behaviour.

Language / vocabulary

Bullying behaviour is not always physical. All members of the Perth High School community are expected to use respectful language towards each other. In cases where derogatory or disrespectful language is used, members of our school community (young people and staff) will point out that this can lead to offence and should not be used. If a young person complains that he/she is the target of such language, anti-bullying procedures will be followed. Even if a complaint is not made by a young person, staff will tackle the use of unacceptable language and follow the aforementioned procedures.

If there is an accusation that a member of staff has used derogatory or disrespectful language towards others within the school community, then the appropriate investigation procedures and processes will be initiated, in line with Perth and Kinross Council's policies and framework. Such an incidence would not be dealt with through the antibullying policy.

Support and process for those displaying bullying behaviour

Any young person who displays bullying behaviour will be supported to reflect upon their behaviour, the impact it has had on others as well as the impact it has had on them. In every situation, the young person displaying bullying behaviour will be listened to and all the circumstances and contributing factors to this behaviour will be considered before the appropriate next steps of support are implemented for that young person. A flow chart exemplifying our supportive process can be found in Appendix 3.

APPENDIX 1

Types of Bullying

Cyberbullying

Cyberbullying is the term used to define bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites. Texts, messages or images are sent or posted on sites, which hurt, intimidate or embarrass another person. Cyberbullying is not carried out face to face and people may not know the identity of the person targeting them.

Cyberbullying is no different from any other forms of bullying; the behaviour is the same and the impact is no less devastating. Advances in technology are simply providing an alternative means of reaching people - where malicious messages were once written on school books or toilet walls, they can now be sent via mobile phone or the internet.

Where bullying behaviour takes place through social media, parents/carers are advised to contact the police. The school will deal with the fallout or impact in school of online bullying behaviour.

Homophobic bullying

Homophobic bullying behaviour is mainly directed towards young people who are identified as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. Bullying behaviour can also be directed at young people who are perceived to be different for not conforming to strict gender norms - for example, a boy who doesn't like football - or a girl judged to have a 'male' fashion sense.

Ultimately, any young person can experience homophobic bullying behaviour and any young person can display homophobic bullying behaviour if negative attitudes, language and behaviour remain unchecked.

Bullying and Body Image

Bullying behaviour on the grounds of body image/size/obesity is one of the most prevalent forms of prejudice-related bullying. Recently, the level of such bullying has been exacerbated by national concerns about rising levels of obesity. The media's constant reinforcement of concerns about body image/size/obesity and the trivialisation of these issues is a key factor related to this problem.

Body image is hugely important to young people and bullying because of body image can have a real negative impact. A child or young person who is noticeably over or underweight may find themselves particularly vulnerable to bullying behaviour. This bullying behaviour may itself take a variety of forms including name calling, mimicry of eating habits or perceived eating habits, demeanour or physical

agility, nasty comments about clothes and general appearance and/or covert photos being taken when changing for PE. The impacts of bullying behaviour on the grounds of body image can manifest in the development of poor eating habits and eating disorders.

Disablist Bullying

Disablist Bullying is the term used to describe the bullying behaviour of someone based on their physical, mental or learning disabilities or perceived disability. Children and young people with a learning disability may be particularly vulnerable to bullying behaviour.

People who display bullying behaviour 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 behaviour. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision.

Some children and young people may also experience mockery of their specific disability or disabilities: mockery of their contribution to work or play and refusal by other children to work, play or interact with them.

Young people who have a disability are potentially more likely to experience bullying behaviour because of perceived differences in their appearance, demeanour at work or play or in their communication abilities.

Low self-esteem often found in young people with disabilities can lead them to make friends with people who exploit them who, in reality, aren't really 'friends' at all. This lack of confidence may also mean that they get hurt more easily and are less resilient in relationships with other young people. In turn, there is a risk that the outward signs of bullying - a change in behaviour, low mood, dishevelled clothing or bruises - may not be picked up by adults as an indicator of bullying behaviour.

Bullying and Care Experienced Young People

Young people who are looked after by the local authority, by foster carers, or in kinship care are vulnerable to bullying behaviour for a number of reasons. This can be due to regular changes in schools or care placements which can make forming friendships difficult, poor relationships 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 the need to preserve privacy.

Care Experienced young people may have very similar experiences of bullying behaviour to other young people, but often the bullying behaviour will focus directly on the fact that they are in care. This can take a more serious turn if the young person lives in the same house or unit as the person responsible for the bullying

behaviour. The experience of being with the person who is bullying you 24 hours a day would be an extremely stressful one and very difficult to manage.

Racial Bullying

Racist Bullying is a term used to describe prejudicial bullying based on someone's race or ethnicity or someone's perceived race or ethnicity. Young people from ethnic minorities are more likely to experience bullying behaviour. The impact of racist bullying can go far beyond the individual person. This bullying behaviour can impact on their family and others perceived to be from the same or similar group. For example, young people from Gypsy/Traveller communities frequently report racial bullying behaviour.

Racist bullying can take a variety of forms. Verbal abuse includes name calling, offensive mimicry of accent and/or pretending not to understand what is said. Mockery and mimicry may extend to dress, religious observance, diet and country of origin or perceived country of origin. Non-direct bullying behaviour may include graffiti, vandalism of property, flaunting of racist badges, slogans, leaflets etc.

Schools and other organisations have a duty under the Race Relations (Amendment) Act (2000) to promote racial equality. The general duty as set out in Section 71(1) says that organisations must have 'due regard to the need':

- to eliminate unlawful racial discrimination; and
- to promote equality of opportunity and good relations between persons of different racial groups

Bullying: Sectarianism Religion and Belief

Bullying based on religion is directed against individuals and groups because of their actual or perceived religious belief or their connection with a particular religion or belief. For example, someone may be targeted because of the religion of a friend or family member, or because they are wrongly assumed to belong to a particular faith community, due to their appearance.

As well as religious intolerance and bullying behaviour between one faith against another, bullying behaviour can also occur because of differences (or perceived differences) between different denominations or sects within the same faith, e.g. between Catholic and Protestant Christian, Sunni and Shia Muslim, and between the Orthodox and Reform strands of Judaism. Sectarianism and religious intolerance put children and young people at greater risk of bullying directly and indirectly.

Sexism and gender

Gender stereotyping based on the notion of acceptable and unacceptable male and female behaviour can leave young people who do not conform to these notions vulnerable to indirect and direct bullying.

Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. For example, boys portraying compassionate and sensitive characteristics and girls who are seen as being assertive and loud can lead to bullying, questioning and targeting of their gender.

Alongside personality, the academic choices, social activities and sports deemed 'acceptable' for males and females can pressurize children and young people to fit in and not stand out from the crowd. This gender stereotyping can cause anxiety and carry wider social connotations which can affect the shaping of an individual's future life choices.

Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour – by suggesting that they are not being a real man or a real woman.

Bullying and Young Carers

The lives of young people can be significantly affected by their responsibility to care for a family member. Young carers may find themselves being bullied because of the differences or perceived differences in their family circumstances.

Responding to Bullying Behaviour - Appendix 2

Spot it, Say it, Stop it

If a member of our school community becomes aware of a bullying incident we would like them to do the following:

Young People

- inform any member of school staff of the incident;
- you will be listened to by that member of staff and they may take some notes;
- give as much detail and be as honest as you can about what has happened. If it is easier for you to write down a description of what has happened, please do so;
- the information you provide will then be passed to your Guidance teacher or Year Head for information;
- the next steps that will be taken will be discussed and agreed with you;
- young people experiencing bullying behaviour will be supported and involved in all steps until the matter is resolved;
- young people displaying bullying behaviour will also be consulted and supported to prevent the bullying behaviour from recurring

Parents/Carers

- reassure your child that their concerns will be taken seriously and they should not retaliate;
- inform your child's Guidance teacher of the incident;
- you will be asked if your child knows you are contacting the school and how you would like to proceed;
- your child's Guidance Teacher or Year Head will discuss potential next steps and these will be agreed with you and your child, if appropriate

Staff

- if you come across an incident of bullying behaviour in school/your classroom you should act to resolve the incident;
- listen to the young person experiencing the bullying behaviour and provide support;
- try to resolve the situation where possible
- complete a bullying incident form (see appendix 4). The resolutions/steps taken should also be noted on the form;
- ensure that the young person is involved in all steps taken to resolve the issue
- if the incident is resolved, the completed bullying incident form should be handed to the school office where it will be entered into our monitoring system and a review date will be set for one month after the initial incident;

- a copy of the bullying incident form will also be given to the appropriate Guidance teacher for information;
- if a member of staff believes any bullying behaviour they have witnessed is deep rooted or more widespread, they should email the Bullying Form to appropriate Guidance Teacher as soon as possible;
- the appropriate B1 or B2 standard letter(s) will be issued to parents/carers (appendix 4);
- the Pupil Support Team will review all bullying incidents one month from the initial date and will check- in with the person who experienced the bullying behaviour and the person demonstrating the bullying behaviour.

After the bullying incident has been addressed we would like the relevant members of our school community to do the following:

Young People

- inform your Guidance teacher of any further incidents of bullying behaviour;
- you will be listened to by your Guidance Teacher. Give as much detail and be as honest as you can about what has happened. If it is easier for you to write down a description of what has happened, please do so;

Parents

- you will be contacted and notified of the steps taken;
- you will be given a date at which time the situation will be reviewed (one month from initial incident);
- any further concerns you have will be discussed and appropriate action/next steps agreed;

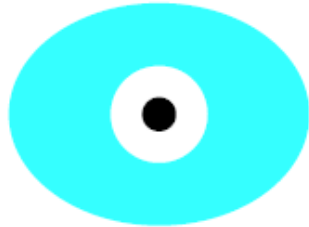
Staff – all staff

Staff – Guidance teacher/Year head

- review the incident one month from the date of the initial incident;
- should the bullying behaviour reoccur, call a meeting with the parents/carers of the young person displaying the bullying behaviour and agree an action plan;
- investigate any further allegations and take appropriate action (see appendix 3);



SPOT IT, SAY IT, STOP IT CODE



SPOT IT

- Notice what's going on and look for signs of change in your friends.
- Look for people being unkind in class, during social times or online.
- Notice when people have been left out or excluded from a group



SAY IT

- Ask a friend or adult you can trust for advice. Tell a teacher or parent/carer.
- Speak up and don't accept bullying behaviour being displayed in your presence or online.
- Use the report button on the social platform it's happening on.

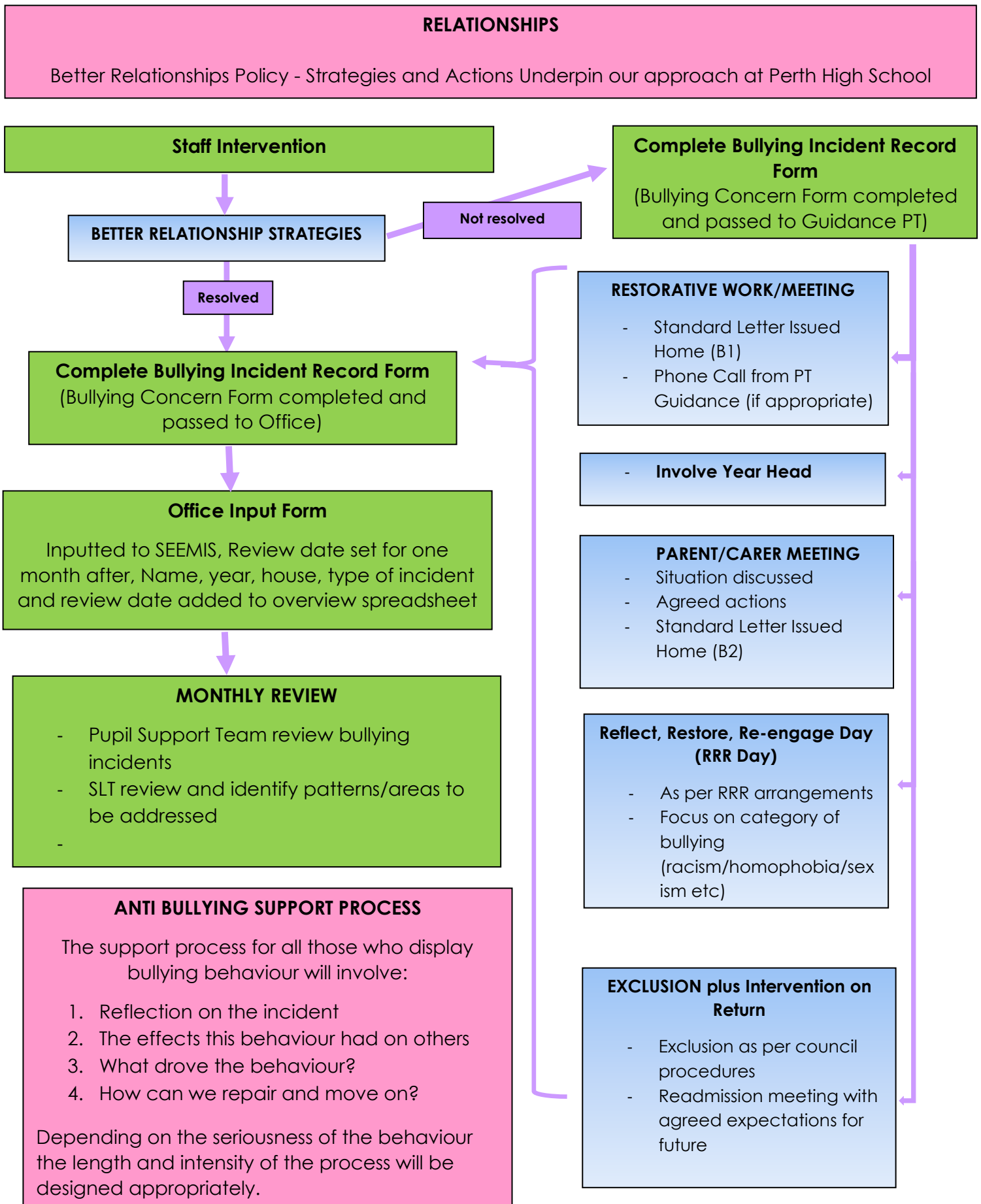


STOP IT

- Give the person being bullied a supportive message or text
- Encourage people to be respectful and speak up against this type of behaviour.
- Do not get involved/remove yourself from group chats that are inappropriate.

Appendix 3

Support Process for those displaying bullying behaviour



Appendix 4

Standard letters issued to Parents/Carers when Bullying behaviour has been displayed and/or experienced

B1 Letter; Initial alert letter

Dear Mr/Mrs.....,

Pupil Name Class DOB – Better Relationships; Spot it, Say it and Stop it.

I write to alert you to the fact that (Pupil Name) experienced/displayed bullying behaviour. As a school community, we promote a culture where bullying behaviour is unacceptable.

The following actions were taken to ensure this behaviour does not recur:

- Insert actions (i.e. one to one interview with (pupil name)
- E.g. Restorative meeting between (pupil name) and other pupil(s) concerned
- E.g. Agreed that (pupil name) would speak to Mr/Mrs (Guidance teacher) should there be any further incidents
- We will review this incident/situation on (Insert date one month from now)

Our Anti Bullying Policy can be found on our school website at www.perthhigh.net/bullying. We are encouraging all members of the school community to speak up against bullying through our Spot it, Say it and Stop it campaign.

Our Better Relationships policy permeates our day to day work at Perth High School. Our emphasis is on positive interactions and the demonstration of mutual respect on a daily basis throughout the school community.

The purpose of this letter is to reassure you that we have acted on the concerns raised and to thank you, in anticipation of your support, for discussing this situation at home with (Pupil Name).

We feel as a school we have addressed this incident. However, if you would like to discuss this incident more fully, please do not hesitate to contact (Pupil Name)'s Guidance Teacher (Guidance Teacher's name).

Yours sincerely,

Teacher Name
Department

B2 Letter; Following Parent/Carer Meeting

Dear Mr/Mrs.....,

Pupil Name Class DOB Anti Bullying Parent/Carer Meeting

Thank you for coming into school today to discuss the recent bullying incident involving (Pupil Name). I hope you found the meeting positive and supportive.

Going forward we agreed:

- Insert agreements from the meeting
- We will review this situation one month from now on (insert date)

This process is part of our Anti Bullying Policy which can be found on our school website at www.perthhigh.net/bullying. We are encouraging all members of the school community to speak up against bullying through our Spot it, Say it and Stop it campaign. Since its introduction young people and staff have noted an increase in their feeling of safety as well as a reduction in the number of bullying incidents taking place.

Our Better Relationships policy permeates our day to day work at Perth High School and our emphasis is on positive interactions and the demonstration of mutual respect on a daily basis throughout the school community.

I'd like to thank you for the continued effort you are making to discuss and support (pupil name) with this at home and the support you have shown to the school.

By working together, I now feel we have addressed this incident and have a positive plan going forward. If you would like to discuss this incident further or have any other queries or suggestions, please do not hesitate to contact me.

Yours sincerely,

Mr/Miss XXXXXXXXXXXX
Depute Head Teacher

Appendix 5



Bullying & Equality Incident Recording Form

Information recorded on this form should be entered on the Bullying & Equalities Module in SEEMiS full instruction manual can be found on eric [here](#).

Basic Info			
Reported To		Incident Owner	
Addressed By		Incident Location	
Incident Date		Incident Time	
Reported By (Notes on who reported the incident)			
Alleged Incident			
Person (s) Experiencing		Person (s) Displaying	
Pupil Name (s)		Pupil Name (s)	
Staff Name (s)		Staff Name (s)	
Other Person (s) (Notes on any persons experiencing who are not pupils or staff members).		Other Person (s) (Notes on any persons experiencing who are not pupils or staff members).	
Nature of Incident			
Select Category	Tick	Incident Detail:	
Abusive messages online/phone/gaming/social media	<input type="checkbox"/>		
Being ignored	<input type="checkbox"/>		
Belongings taken or damaged	<input type="checkbox"/>		
Hit, tripped, pushed or kicked	<input type="checkbox"/>		
Name calling, teased, put down or threatened	<input type="checkbox"/>		
Spreading rumours	<input type="checkbox"/>		
Targeted because of who of they are/perceived to be	<input type="checkbox"/>		
Other: please specify	<input type="checkbox"/>		
Action Progressed			

Action Procedures	Select Incident Conclusion	Tick
	Being Addressed	

Monitor/Review					
Reviewer		Due date		Complete date	
Person (s) Experiencing		Y, N, N/A	Person (s) Displaying		Y, N, N/A
Do they feel their concerns were listened to?			Do they feel their concerns were listened to?		
Do they feel satisfied with the outcome?			Do they feel satisfied with the outcome?		
Parent/Carer are satisfied with the outcome?			Parent/Carer are satisfied with the outcome?		
Restorative action has taken place?			Restorative action has taken place?		
				Not Resolved	
				Resolved	
				Unfounded	