

Douglas Ewart High School

Anti-bullying policy

# Douglas Ewart High School

## Anti-bullying policy

2023 – 24

(DRAFT)

**Douglas Ewart High School**

**Anti-bullying policy**

**Contents**

Introduction	Page three
What do we mean by bullying?	Page three
Children’s rights	Page three
Responding to bullying	Page four
Spotting the signs	Page six
Reporting bullying behaviour / Recording incidents	Page seven
Prevention Strategies	Page eight
Self-Evaluation and development	Page nine

## Douglas Ewart High School

### **Anti-bullying policy**

These guidelines are intended for staff, pupils and parent/carers in our school. They incorporate the revised Scottish Government anti-bullying guidelines (Respect for All - The National Approach to Anti-Bullying). They outline the importance of developing respectful relationships within school communities, emphasising the importance of creating environments where everyone feels safe and respected in order to support attainment and achievement.

#### **What do we mean by bullying?**

Definition of 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.” (Respect for All, Scottish Government, 2017)

In addition, for the LGBTI community bullying behaviour can harm people physically and or emotionally but specifically....

- Being targeted with homophobic, biphobic, transphobic abuse both verbally and physically
- Any pupil targeted in a negative way as a result of identifying as lesbian, Gay, Bisexual and transgender. This also includes non-binary people.

Children will tease, fall in and out with each other, have arguments, stop talking to each other and have disagreements. 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.

#### **Children’s rights**

Children’s Rights are unconditional, i.e. responsibilities do not have to be fulfilled in order for children to access their rights. However, in fulfilling these rights there is a responsibility not to compromise the rights of others. We are committed to supporting and promoting children’s rights. There is a legislative context which provides a framework for policy development which informs practice, and should therefore, support a culture and ethos of inclusion and respect for all in schools.

In the United Nations Convention on the Rights of the Child. Children’s rights are now embedded in Scottish legislation with the promotion and upholding of the rights of children and young people and states that all education should develop each child’s personality and talents to the full. Children’s voices should be heard, and their wishes respected without discrimination of any kind.

**Douglas Ewart High School****Anti-bullying policy**

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 Equality Act 2010 legislates to prevent direct or indirect discrimination against persons. The seven protected characteristics which apply across education are:

- Disability
- Sex (Gender)
- Gender reassignment (Transgender)
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

In addition to national legislation, Dumfries and Galloway Council's priorities place every child's wellbeing at the centre. In schools we do this by adhering to the principles of: GIRFEC – Getting It Right for Every Child which promotes action to improve the wellbeing of all children and young people. GIRFEC principles and values are underpinned by the United Nations Convention on the Rights of the Child.

**Responding to Bullying**

When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it. Some groups of children and young people may be more at risk of bullying behaviour from others because of, for example, home circumstances, cultures and beliefs or perceived differences.

Every bullying incident should be looked at individually. In some cases, children or young people may not be aware that their behaviour is bullying. They are perhaps modelling behaviours of other adults or children and young people, not understanding that their behaviour is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this. It must be explained to the person bullying that their behaviour is unacceptable and why. Bullying takes place in the context of relationships and can happen anywhere.

Douglas Ewart High School**Anti-bullying policy**

All bullying incidents are recorded on SEEMiS by the nominated member of staff. Schools may investigate any incidents of bullying that occur away from school premises or out of hours that have an effect upon the health and wellbeing and learning of children and young people. Staff members investigating the incident must ensure that appropriate support is provided within school to the child or young person(s) involved.

Children with additional support needs may experience bullying differently and may be targeted because of their additional support need. In addition, social, emotional or behavioural needs which can arise from bullying, may be considered an additional support need if the bullying is having an impact on the child or young person's learning. How and when schools involve parents and carers in relation to bullying, will be handled carefully and sensitively whilst considering the opinion of a child or young person in line with Article 12 of the UN Convention on the Rights of the Child. It is important to ensure the child or young person's privacy is respected unless they disclose potential harm to themselves or someone else.

Children and young people should normally be informed of any intention to share information, and the reasons why this is felt necessary. An exception to this, would be where you believe informing the child would place the child at significant risk of harm. If a bullying incident has occurred in school, it is important to talk to the children or young people involved before talking to parents/carers. If they do not wish the nature of the bullying incident disclosed, every effort should be made for it not to be. Teachers should ensure that they are fully aware of children and young people's right to privacy in the context of disclosures, and the limits of that right in terms of child protection guidance. The right to privacy is not an absolute right, and where there is a child protection concern, local child protection procedures must be followed.

A number of options are available to support both the victim of bullying and the perpetrator and will depend on the nature and frequency of the incident/s.

There has to be a degree of professional judgement and agreement when imposing sanctions. There is an expectation that it is dealt with as a matter of urgency to triage and decide next steps. That can be done by any member of staff in order to assess risk before passing it on. This should not be passed on via email but in person / telephone call.

- Incident/s should be recorded on SEEMIS Bullying and Equalities
- Restorative Justice Practices can take place
- Lunchtime detentions, internal isolation or external exclusion
- Parental involvement
- Young people, staff or parents who have raised the concern should be kept informed of what is happening.
- Preventative measures in school; staff informed, seating plans changed, class discussions, anti-bullying lessons in PSE, assemblies, promotion of school values.
- SHANARRI Wheel to assess wellbeing after and on-going
- Targeted intervention, delivered by PTS and partners, where there is a reoccurring problem/difficulty/theme? *Thinking of the friendship group we did when the current S4 were S2.*

**Douglas Ewart High School****Anti-bullying policy**

- QR codes accessible in the foyer for pupils to connect to PTS. Pupils in receipt of PTS email.
- Daily contact with SET teacher.
- Work in partnership with outside agencies such as CAMHS, School Nurse, Educational Psychologist for support/advice.
- The police work in partnership with the school to deliver assemblies raising awareness of bullying issues. Advice may be sought from the police where there are implications with the law. Bullying is 'anti-social' behaviour and as such, in extreme circumstances, there are anti-social behaviour laws that may require the involvement of the Police. If this bullying is due to any of the nine protected characteristics covered by the Equalities Act 2010 then this will be deemed a hate crime and police advice will be sought.
- Victim will be supported by named member of staff.
- Situation will be monitored by named member of staff.

**Spotting the Signs**

Many children who experience bullying do not tell anyone. A young person who is being bullied may feel:

- Pain or hurt
- Weak and powerless to make things better
- That it may be their fault
- Fear
- Isolation
- Less confident
- Anxious about making it worse if they tell someone

So, what are the signs to look for that might indicate that bullying is happening? A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs that they should investigate if a child:

- Is frightened
- Doesn't want to go on the school/public bus
- Asks to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence

**Douglas Ewart High School****Anti-bullying policy**

- Starts stammering
- Attempts or threatens suicide or to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or book damaged
- Has possessions which are damaged or “go missing”
- Asks for money or starts stealing money (to pay person bullying them)
- Has dinner or other monies continually “lost”
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when an online-message is received

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated. Any of these feelings may have other causes – so quiet, calm discussion and good listening is vital for understanding what is really happening.

**Douglas Ewart High School****Anti-bullying policy****Reporting and Recording incidents**

Any adult in the school can be spoken to by a child regarding bullying. The adult should listen to the child's complaint and then decide are they the correct person to carry this forward.

**All reported bullying incidents must be recorded even if they are unfounded as the perception of the child (s) being bullied is paramount. Once investigated if unfounded then that is what is recorded.**

SEEMIS Bullying and Equalities Logging – how to do it

(Route: SEEMIS/Applications/Management/Bullying and Equalities/Maintain Incident)

- Staff within DEHS High school should report any incidences of bullying to relevant DHTs and PTS of the Person Experiencing and the Person Displaying the bullying behaviour.
- The role of the PTS is to record the incident on SEEMIS and to arrange for support, monitor and review of the pupil/s experiencing bullying and the pupil/s displaying bullying behaviour.

SEEMIS logging:

Owner – person that is filling out the form on seemis regarding bullying situation – usually PTS

Dealing with Bullying

- 1) Initial triage (to decide on initial response)
- 2) Who is dealing with it – name allocated.
- 3) Restorative actions / possible consequences – communicated to all parties including parents, pupils and staff.
- 4) Who follows it up once the initial situation has been resolved – the monitor review – name allocated
- 5) Bullying report pulled of once a month by DHT girfec and reviewed with SLT at SLT meeting and with PTS at their meeting. The first of the month.



**Douglas Ewart High School****Anti-bullying policy****Prevention strategies**

Raising Awareness and Promoting Positive Behaviour Adults should establish open, positive and supportive relationships where children and young people feel safe, secure, listened to, and secure in their ability to discuss sensitive issues. It is essential that adults model behaviour which promotes positive relationships and positive behaviours. Approaches that should be encouraged within schools, and in which help promote positive behaviour and raise awareness of the approaches towards bullying include:

- Education and awareness of rights e.g. UNICEF Rights Respecting Schools
- Development of an inclusive and positive ethos and climate of respect, responsibility and positive relationships; and a culture where bullying and discrimination is unacceptable
- Education exploring prejudice which clearly identifies prejudice based bullying behaviours
- Pupil involvement and engagement
- peer mediation, buddies, mentoring,
- Proactive information strategies and campaigns.
- Mental, emotional and social health and wellbeing programmes and activities
- Implementation of whole organisation programmes in positive relationships and behaviour, social and emotional skills and personal development
- Restorative approaches
- Nurturing approaches and principles
- Personal support and additional support
- Supporting and enabling parents
- Acting on patterns of bullying incidents through monitoring
- Mentors in Violence Prevention
- Peer mediation
- Possibly create a system which identifies vulnerable pupils and take steps to remedy this as in a circle of friends
- Involvement of pupil and parent councils
- Regular anti-bullying campaigns, posters, assemblies
- Working within cluster groups to develop and promote a consistent approach to anti-bullying and implement preventative action at all stages of learning

**Self-evaluation and development**

Respect me sign up process begun 2024

**Next steps**

Review anti-bullying policy

**Douglas Ewart High School**

**Anti-bullying policy**