

EARLSTON HIGH SCHOOL



DEALING WITH BULLYING AT SCHOOL

A GUIDE FOR PARENTS

Consideration for others is the basis of a good life, a good society.
Confucius

Dear Parent/Guardian

It is a sad fact of life that there is likely to be some degree of bullying in all schools. The staff at Earlston High School are aware of what problems there may be and make every effort to deal with such problems so that all pupils can attend school safely and happily, in an atmosphere which enables everyone to reach their full potential. It is very important that pupils and parents are aware of what EHS do to try to minimise bullying and what is done when we learn about an incident of bullying. Also it is important that staff, pupils and parents work together to deal with any bullying issues when they arise to stop the hurt and misery such situations can cause.

Social Education class discussions should mean that your child knows what to do if a problem with a bully arises and all pupils will have received the clear message that bullying will not be tolerated. Parents are naturally very concerned that their child's experience of school should be a happy and positive one and it is important that you know how to support your child and how you can help the school deal with any problems which may arise.

Justin Sinclair
Headteacher

OUR CORE VALUES

RESPECT

COMMUNICATION

HONESTY

RESPECT

EXCELLENCE

EARLSTON HIGH SCHOOL

POLICY ON BULLYING

AIMS OF THE POLICY

- To ensure that all pupils can come to school without fear of bullying and feel safe while they are in school (in classes, corridors, playgrounds and to and from school).
- To help explain what bullying is.
- To make it clear to pupils that any kind of bullying is unacceptable.
- To make it clear to pupils what they should do if they are bullied.
- To advise parents what to do if they have a concern about bullying.
- To advise senior pupils how they can assist.
- To advise staff on procedures to follow when dealing with bullying.
- To create a climate of mutual respect.

What is bullying?

Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online.

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

If your child complains of any of these listen to what they have to say, encourage them to talk to a teacher about the problem or talk to the teacher yourself. Many such incidents can be speedily dealt with if action is taken at an early stage.

A child can be bullied in school, on a journey to or from school or at home on social networking sites. Even if incidents occur outside school hours, if your child's work at school is likely to be affected then the school should be made aware of the problem and will do whatever it can to help.

Cyber bullying :

Across the UK schools are seeing a significant increase in cyber bullying. Cyber bullying takes place on line, on social networking, mobile technologies, gaming and instant messaging platforms. The impact of this is equally hurtful and damaging.

For children and young people, the internet is a place, not a thing. It's a social space they can hang out and meet friends. Like any place children and young people go, there are benefits

and risks. Adults need to be as engaged with children and young people about where they go online, just as they would if they were going into town.

If you have a concern you must report it immediately. Unlike other forms of bullying often there is written evidence with cyber bullying. It is important to save or print this, where possible. Although the school has no access to such sites, the police can work with providers to close down accounts or even charge people for a breach of the Communication Act.

Remember, whatever the form - bullying is never acceptable. It's not a normal part of growing up.

Earlston High School

Wellbeing Policy

Getting it right for every child is the national approach to improving outcomes for young people. It recognises the rights of young people, focusses on promoting, supporting and safeguarding wellbeing.”

Scottish Government

Good health and wellbeing is essential for successful learning and happy lives for our young people at Earlston High School. How our young people feel about themselves and others influences everything they do. We must endeavour to nurture pupils to help them develop the knowledge and skills they need for positive mental, emotional, social and physical wellbeing and in their everyday lives which will be sustained into adult life.

Earlston High School is committed to providing a caring environment that enables our young people, including those who are mentioned in the Equality Act 2010 in relation to the protected characteristics, to develop confidence and positive relationships based on mutual respect and to gain knowledge to make healthy lifestyle choices. Learning through health and wellbeing at EHS promotes confidence, independent thinking and positive attitudes and dispositions. It is the shared responsibility of everyone in our school community to create this supportive environment to aid learning and foster good health and wellbeing.

At Earlston High School our learning covers areas such as physical education, food and health, substance misuse, relationships, sexual health, parenthood, social and life skills and the learner journey.

At Earlston High School we are committed to:

1. Considering each young person as an individual with their own needs, risks and rights, especially in relation to the protected characteristics detailed in the Equality Act 2010): age, race, disability, religion and belief, gender reassignment, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. In addition, our school also provides support for pupils who experience poverty, young carers, non-binary pupils, care-experienced pupils and those who have English as an additional language.
2. Having a shared understanding of wellbeing and valuing the dignity and worth of every individual.
3. Ensuring our young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.
4. Ensuring all staff and partners feel valued and supported.
5. Ensuring relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.
6. Promoting positive relationships in our school community.
7. Ensuring young people are active participants in discussions and decisions which may affect their lives.

Earlston High School Equalities and Diversity Policy

At Earlston High School we believe that excellence will be achieved through recognising the value of every individual (for pupils and staff). We are committed to improving the outcomes for our young people and addressing the significant inequalities that we know exist in Scottish society. Our policies and curriculum reflect that ambition but we know that there is more that we can do. Earlston High School through its learning and teaching policy and values in action programme will aim to address inequality with a focus on the protected characteristics:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.
- Marriage and civil partnership

At Earlston High School:

1. We aim for all in our school community to demonstrate our school values.
2. We aim to eliminate discrimination, harassment and victimisation.
3. We aim to advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
4. We aim to foster good relations between people who share a protected characteristic and those who do not.

When dealing with a young person who does not show respect to another young person please refer to our Better relationships - Better learning - Better Behaviour policy for advice.

At Earlston High School:

1. We are committed to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to all protected characteristics as outlined in the Equality Act (2010): age, race, disability, religion and belief, gender reassignment, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. In addition, our school also provides support for pupils who experience poverty, young carers, non-binary pupils, care-experienced pupils and those who have English as an additional language.
2. We value as well as respect social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.
3. We are committed to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.

Earlston High School Equalities and Diversity Policy

At Earlston High School we believe that excellence will be achieved through recognising the value of every individual (for pupils and staff). We are committed to improving the outcomes for our young people and addressing the significant inequalities that we know exist in Scottish society. Our policies and curriculum reflect that ambition but we know that there is more that we can do. Earlston High School through its learning and teaching policy and values in action programme will aim to address inequality with a focus on the protected characteristics:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.
- Marriage and civil partnership

At Earlston High School:

1. We aim for all in our school community to demonstrate our school values.
2. We aim to eliminate discrimination, harassment and victimisation.
3. We aim to advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
4. We aim to foster good relations between people who share a protected characteristic and those who do not.

When dealing with a young person who does not show respect to another young person please refer to our Better relationships - Better learning - Better Behaviour policy for advice.

At Earlston High School:

1. We are committed to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to all protected characteristics as outlined in the Equality Act (2010): age, race, disability, religion and belief, gender reassignment, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. In addition, our school also provides support for pupils who experience poverty, young carers, non-binary pupils, care-experienced pupils and those who have English as an additional language.
2. We value as well as respect social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.
3. We are committed to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. Earlston High School

LGBT+ Policy

We strive to make Earlston High School a safe and inclusive place for all where diversity is not only respected but celebrated. Schools have a duty to promote the safety and wellbeing of all children and young people in their care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic (HBT) bullying.

We are committed to promoting a positive and diverse culture in which all people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion or belief, gender-reassignment, sex or sexual orientation. Marriage and civil partnership / pregnancy and maternity;

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with including our employees, learners/young people and visitors.

We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

Equality Act 2010

Schools are required to eliminate discrimination on the grounds of sexual orientation and gender reassignment. This includes tackling HBT bullying. Schools are also required to advance equality of opportunity and foster good relations. This means that schools should go beyond tackling HBT bullying and take proactive steps to promote respect and understanding of LGBT people and issues.

The school aims...

- To provide an inclusive environment in which LGBT pupils, families and staff are valued and respected;
- To promote understanding of and support the needs of LGBT pupils, families and staff;
- To “normalise” LGBT awareness and issues through the provision of an inclusive curriculum;
- To monitor and tackle homophobic, biphobic and transphobic language and bullying. The school seeks to achieve these aims...
- By ensuring that school policies and practices are inclusive and supportive of LGBT people and explicitly state that HBT language and bullying are unacceptable;
- By providing training to staff in supporting LGBT pupils, developing an LGBT-inclusive curriculum and tackling HBT language and bullying;
- By providing support structures and information/resources to LGBT pupils on LGBT issues and support services;
- By providing pupils with LGBT-inclusive Relationships and Sex Education (RSE), opportunities to discuss gender identity and sexuality, and including LGBT people and themes in the Personal and Social Education (PSE) and wider curriculum where relevant;
- By providing ways for pupils to report HBT language and bullying, monitoring (including through staff and pupil surveys) and recording HBT language and bullying, as well as ensuring that pupils are aware that HBT language and bullying are wrong;
- By ensuring that the school library contains books with LGBT themes and that any assemblies, projects or displays which celebrate diversity or tackle bullying are LGBT-inclusive;
- By maintaining an inclusive school dress code.
- Ensuring that gendered aspects of school life are avoided where possible;
- By participating in the LGBT Youth Scotland Champions programme, continuing to appoint a pupil led Diversity Committee and delivering a Diversity Week that end with a Purple Friday Celebration;

- By continuing to monitor the implementation of this policy and provide training and additional support and advice to pupils and staff.
Identities and “Coming Out

Being LGBT is not a child protection issue or wellbeing concern in itself. You can however talk to others if what you say would not specifically identify a young person or breach their confidentiality. A young person may not have told their family about their sexual orientation or gender identity. Inadvertent disclosure could cause needless stress for the young person or could put them at risk. Therefore, it is best to not disclose information to parents or carers unless there is a clear safeguarding issue.

We recognise all LGBT+ identities at Earlston High School and we do not deny the existence of a valid identity. We will also not question an identity or deny it as a “phase”. In particular, we recognise the existence of people who are:

- Asexual
- Bisexual
- Cisgender
- Gay
- Straight/heterosexual
- Gender fluid
- Intersex
- Lesbian
- Non-binary
- Pansexual
- Queer
- Transgender

We also acknowledge that many people do not fit under specific labels. We recognise gender and sexual orientation as spectra.

Transgender and non-binary Pupils

We recognise that pupils who are transgender or non-binary can have specific needs. As with other identities, we do not deny existence, question an identity or deny it as a “phase”. Thus when any pupil comes out as transgender (including non-binary) , we will consider:

- What they would like to happen
- How they would like to be known in the school i.e. What name pronouns they would like to use
- What facilities they would like to use and what can be put in place
 - Considering toilets, PE changing rooms etc.
 - Non-binary pupils will be consulted as to what facilities they would feel most comfortable with
- Whether and how class teachers/school staff will be informed (with the permission of the pupil)
- Engagement with parent(s) and carer(s) and the young persons wishes/ impact of sharing information
- Signposting to GP (young person may already have done this).
- Signposting to other relevant supports (LGBT+ group), other agencies etc.
- Name/identity changes on SEEMIS and parent(s) and carer(s) consent for this change
- Consider support for siblings and other family members if necessary.

In all cases, we will be led by the needs and views of the pupils. The document “Supporting Transgender young people - Guidance for schools in Scotland” will be used for further guidance if required. We will also seek support from Scottish Borders Education Department. In all our decision making we will seek to balance the needs of those with protected characteristics. If a complaint is raised, we will take time to be proportionate and reasonable in our response, considering the issue raised carefully and any evidence of risk/ detrimental impact on pupils.

Appendix 1 – Definitions of Terms

Asexual:	A person who does not experience sexual attraction. Asexual people can experience platonic attraction but may have no sexual desire or need within their relationships.
Bisexual:	A person who is emotionally and/or physically attracted to people of more than one gender or regardless of gender. Historically definitions of bisexual refer to ‘an attraction towards men and women’ however many bisexual people recognise that there are more than two genders. Some people use the term ‘Pansexual’ to more explicitly recognise more than one gender.
Cisgender:	Individuals who have a match between the gender they were assigned at birth, their bodies and their personal identity. In other words those who are not, or do not identify as transgender.
Gay:	someone who is romantically physically and/or sexually attracted to people of the same gender.
Gender Fluid:	A person whose gender is not static and changes throughout their life. This could be on a daily / weekly / monthly basis and will be different for everyone.
Straight/Heterosexual:	someone who is romantically physically and/or sexually attracted to people of the opposite gender.
Intersex:	Someone whose biological sex is different in some way from what is traditionally considered clearly male or female. There are many ways to be intersex, it’s not just about external genitalia. It can also be as a result of differences in reproductive systems, chromosomes, or hormones. This may be apparent at birth or become apparent later in life - often at puberty, or when trying to have a child. Some people never find out that they’re intersex.
Lesbian:	A girl or woman who is romantically physically and/or sexually attracted to other girls or women.
Non-Binary:	Gender identities that are not exclusively male or female. People can be both male and female, neither, or their gender may be more fluid (i.e. unfixed and changeable over the course of time). Many view gender as a one dimensional spectrum with male on one end, female on the other, and non-binary in the middle – but the reality is that gender is often more complex.
Pansexual:	A person who is romantically physically and/or sexually attracted to anyone regardless of gender (see also “Bisexual”).
Transgender:	An umbrella term for those whose gender identity or expression differs in some way from the gender assigned to them at birth and conflicts with the ‘norms’ expected by the society they live in. Included in the overall transgender umbrella are transgender people, non-binary gender identities and cross-dressing people.

Queer: An umbrella term used for diverse sexual orientations or gender identities that are not heterosexual and do not fit within a gender binary. It may be used to challenge the idea of labels and categories such as lesbian, gay, bisexual, or transgender. It is important to note that it is an in-group term and may be considered offensive to some people.

Useful Links:

www.lgbtyouth.org.uk

www.scottishtrans.org

<https://mermaidsuk.org.uk/>

<https://www.gires.org.uk/>

BETTER RELATIONSHIPS, BETTER LEARNING, BETTER BEHAVIOUR POLICY

Our School Values are:

Excellence,
Commitment
Respect
Honesty
Responsibility

If you don't live up to the values then you can expect one or more of the following so that the class teacher can try to resolve the situation with you:

Verbal warning
Moved seat within the class
Asked to work in another classroom
Restorative exercise
Restorative meeting at break or lunchtime

After two interventions there will be communication with home and if there is no improvement there will be a referral sent to the principal teacher.

ADVICE TO PUPILS

Being bullied? What should you do?

Talk to someone that you trust in school or leave a note for them.	An older pupil you know A class teacher you feel confident with Your Guidance teacher The school nurse Senior staff A friend Your register teacher Your buddy
--	--

Tell your parent, carer or guardian.	Ask them to contact your Guidance teacher.
Write down what has happened.	Give the report/note to your guidance teacher.
Don't be afraid to talk about it.	It doesn't matter who. Bullying usually stops when it has been reported.
Don't wait too long to tell someone.	It's easier to stop if you tell early.
If it continues, tell someone again.	Tell your Guidance teacher.

Remember

- Bullying is not acceptable in any form.
- If bullying is challenged, it usually stops.
- Don't deal with bullying on your own.
- Don't call names back at someone.
- Don't hit back if you have been hit.
- Don't let anyone force you to fight or name-call.
- Try to ignore the bully.
- If you can, explain to the bully that there is no need for it.
- When telling about bullying -
 - Remain calm
 - Stick to the facts
 - Don't make things up
 - Don't exaggerate
- If you think a friend or other pupil is being bullied -
 - Talk to them about it
 - Encourage them to tell someone
 - Tell a teacher or senior pupil

Bullying is never acceptable

ADVICE TO PARENTS

How can you tell if your child is being bullied?

Hopefully, your child will tell you if something is wrong. It is always difficult in a busy day to find time to talk to your child about what the day's events have been (particularly when the answer is "nothing". Sometimes, though, for whatever reasons, your child may not wish to tell you about any bullying difficulties. In this case you may be alerted if your child shows any of the following behaviour :

- Does not want to go to school or is frightened of walking to or from school.
- Ask you suddenly to drive them to school.
- Begins to do less well in class.
- Comes home hungry.
- Asks for money for no reason, begins to take money from you without your knowledge, or 'loses' pocket money.
- 'Loses' possessions.
- Has unexplained bruises, scratches or cuts.
- Cries or gets upset easily.
- Stops eating.
- Becomes very quiet but refuses to say what is wrong.
- Finds difficulty in sleeping or has nightmares.
- Talks of suicide.

If your child behaves differently at all, it does not necessarily mean that bullying is the cause but it would be a good idea to discuss it anyway.

What should you do if your child is being bullied?

There are several ways of dealing with bullying. Remember that your child will be worried and it is very important to reassure them that the problem can be dealt with without making things worse and without attracting attention.

- Take whatever your child tells you seriously however it is important to keep calm and not over react.
- You should never suggest to a child that they hit out or start name calling themselves.
- Encourage your child to talk to a teacher they get on well with. If your child prefers, see if they will confide in a senior pupil.
- Speak to your child's Guidance teacher at an early stage.
- Let your child know that there is nothing wrong with them because they are being bullied.
- Encourage your child to fill in a bullying report form.

Encouraging your child to tell anyone they trust will immediately take away some of the power of the bully whose activities thrive on secrecy.

What the school does to try to minimise bullying?

EHS has always taken bullying very seriously. A great deal is done to minimise bullying, including:

- Explaining pupils' responsibilities at assemblies.
- Discussing at Social Education.
- Having a high level of supervision at intervals and lunchtimes by SMT, Janitors, lunchtime supervisors and staff volunteers.
- Having approachable guidance teachers who deal promptly with any reports of bullying.
- By having a policy which involves SMT and parents at the appropriate stage.
- Senior students have a duty to report any problems they see.

What can you expect the school to do on receiving a report that your child is the victim of bullying?

Staff in school will do all they can to help. This will normally involve:

- Discussing the matter with the pupil who is being bullied.
- Discussing the matter with the pupil(s) who are believed to be the bully or bullies. Remember that there are two sides to every story and that someone who is accused of bullying has the right to be heard too.
- Interview witnesses.
- Where appropriate (if a parent has not been in touch) contacting the parents of all pupils involved.
- Giving advice and counselling to both parties and, in severe cases, applying sanctions.
- Discussing with you what action will be, or has been, taken.
- Checking discreetly with the child that the problem is not continuing.

Bullying does not disappear overnight but we hope that by discussing the matter openly with pupils, by encouraging them to talk about their problems they may have and by offering clear advice to both pupils and parents we will in time be able to reduce the problem considerably.

What should you do if the school approaches you with a concern that your child might be a bully?

If the school tells you that your child may be a bully keep calm and remember that all accusations of bullying are fully investigated before any action is taken and you will be fully consulted in the matter.

If you suspect that your child may be a bully then please do contact the school confidentially. The Guidance staff will investigate sensitively and with discretion to help your child before he or she gets involved in serious trouble.

Remember: always contact the school if you have a concern or worry.

If the school does not know there is a problem then we cannot help. Please do not hesitate to contact us with your concerns.

Your child's Guidance teacher can be contacted through the school office on 01896 849282.

Examples of bullying in relation to the protected characteristics mentioned in the Equality Act 2010

disability: making fun of someone who has a neuro disability, for instance because they are dyslexic or because they have ADHD. Calling someone a hurtful name because they have a complex learning difficulty, or excluding someone because they are not able bodied.

gender reassignment: using transphobic language or deliberately misgendering someone, or deadnaming someone who is transgender.

race: making fun of someone's race, for instance the colour of their skin or their cultural background or heritage. Making fun of someone from the traveller community for instance.

religion or belief: making fun of someone's religious beliefs, for instance someone who is Muslim and practices Islam, promoting Islamaphobia or sectarianist views.

sex: treating someone differently because of their sex, including but not limited to, suggesting that they may not participate due to their sex.

sexual orientation: using offensive terms or using the term gay as an insult.

ALLEGED BULLYING REPORT

To help you Guidance teacher to deal with your concern please outline the following. You do not have to use this form but the headings are a useful starting point for your guidance teacher.

To : _____ (Guidance teacher)

From : _____ (Pupil's name)

Class : _____ Date : _____

1. WRITE **WHAT** HAPPENED (include the name of the pupil(s) concerned).

2. WRITE **WHERE** IT HAPPENED.

3. WRITE **WHEN** IT HAPPENED.

Day _____ Date _____ Time _____

4. WRITE THE NAMES OF ANY WITNESSES

Name _____ Class _____

Name _____ Class _____

5. **SEVERITY OF THE BULLYING** (Please circle)

Very severe

not very severe

5

4

3

2

1

6. HAS THIS HAPPENED **BEFORE**?

Yes / No

7. SPACE FOR ANY OTHER COMMENTS YOU WISH TO MAKE.

Please pass this information to your Guidance teacher directly or you can hand it in to the school office. It will then be passed to your Guidance Teacher.

ADVICE TO SENIOR PUPILS

HOW TO HELP TO DEAL WITH BULLYING

- ✓ Be a good role model for younger pupils.
- ✓ Don't bully or involve yourself in actual bullying in any way.
- ✓ Look for instances of bullying (in and out of school) particularly of more vulnerable pupils.
- ✓ Discreetly 'befriend' bullied pupils to help them raise their self-confidence and self-esteem.
- ✓ Always assist if you feel that you should, even just by offering to talk about it.
- ✓ Always remain calm and firm when assisting.
- ✓ Don't react to young bullies by bullying them!
- ✓ Advise the bullied pupil to tell his/her Guidance teacher.
- ✓ Report cases of bullying to a teacher or the school office.
- ✓ Monitor the behaviour of known bullies.
- ✓ When supervising areas at intervals and lunchtimes, watch out for intimidating behaviour.
- ✓ Be a buddy to an S1 register class and pay particular attention to any vulnerable pupil(s) in that group.
- ✓ Offer to help as a mentor (someone that a younger pupil can trust and confide in).

ADVICE TO STAFF

1. PREVENTATIVE MEASURE

Climate of Mutual respect

Staff should model the type of behaviour we wish to observe in our pupils. Respect for others should be encouraged in all situations.

Assemblies & social Education

SMT should be covering the topic of bullying at an annual assembly. Reminders may be given frequently throughout the year.

The topic of bullying should be included in the Social Education programme for S1 – S6.

Publicising the policy

All staff, in particular register teachers, should encourage pupils to tell someone if they have concerns about bullying.

When opportunities arise, all staff should remind pupils that all forms of bullying are hurtful and unacceptable.

Be vigilant in classrooms and outside class.

All staff should keep a look-out for instances of discreet types of bullying. They should be vigilant also with regard to bullying in corridors or playgrounds.

2. RESPONDING TO INSTANCES OF ALLEGED/SUSPECTED BULLYING

All staff

If a pupil comes to you to confide about bullying or if you come across a case of bullying whether physical or name calling or other emotional bullying:

- Ask the pupil to tell you about it.
- Listen sympathetically and calm the pupil if required.
- Note the main details.
- Tell the pupil that you will inform the Guidance teacher as quickly as possible.

If you come across a case of serious bullying which has involved serious assault:

- Ensure that SMT are informed immediately.

Guidance staff

Guidance staff will follow up all cases of alleged bullying reported to them and liaise with SMT regarding the more serious or persistent cases.

Guidance staff should:

- Offer a confidential interview and listen sympathetically to pupils who allege bullying.

- Ask them to record what has happened in writing on a bullying report form (unless this has already been done).
- Give reassurance to the pupil who is bullied.
- Give or arrange for advice to be given to the alleged bullies (liaising where required with other guidance staff).
- Arrange sanctions as appropriate for bullies when bullying is proven, in liaison with SMT.
- Contact parents of bullied and bully according to degree of anxiety caused or where matters are more difficult to resolve.
- Inform and liaise with SMT regarding more serious or persistent cases of bullying.
- Monitor bullying situations closely following any incident, liaising with register teacher (first line guidance) as appropriate.
- Record details of bullying incidents on Bullying form.
- Provide feedback to staff who have referred any incident. teacher (first line guidance) as appropriate.
- Take the lead in supporting with restorative meetings, to enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.
- Record bullying incident on SEEMIS

Investigation can only take place if pupil/parent agree to all parties being spoken to.

Senior Management

Senior Management will follow up all instances of alleged bullying reported to them.

- In cases of low level bullying they will deal with the matter in a low key way, defusing the situation and inform Guidance staff.
- SMT will use appropriate measure when incidents of serious or persistent bullying are reported to them by Guidance teachers.
- In cases of serious persistent bullying or physical assault, SMT, working with Guidance staff, will contact parents to resolve the matter and keep Guidance staff informed.
- In cases of very serious assault or of very protracted bullying situations, the Depute Rector and then if necessary, the Rector will be involved.
- SMT will instruct the pupils involved to stop the bullying behaviour. Failure to follow the instruction is very serious and will lead to a formal warning of exclusion and ultimately exclusion from school, and police may be notified.

“I must respect the opinions of others even if I don’t agree with them.”

Herbert Henry Lehman

***Tolerance implies a respect
for another person,
not because he is wrong
or even because he is right,
but because he is human.***