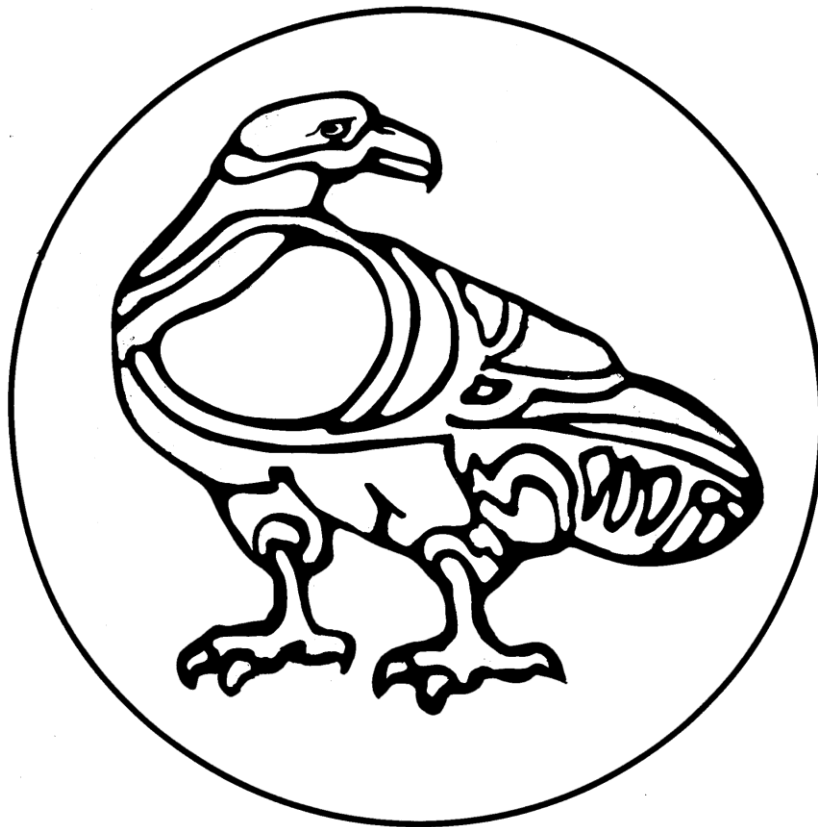


Thurso High School



Bullying Prevention Policy and Guidance

Contents

Introduction	Page 1
Children's Rights	Page 2
What is Bullying?	Page 2
Roles & Responsibilities Highland Council Thurso High School	Page 3
Roles & Responsibilities Parents Pupils	Page 4
Preventing Bullying	Page 5
Monitoring effectiveness of Anti-Bullying Strategies	Page 6
Liaising with agencies	Page 6
Staff Training	Page 6
How to report incidents (parents/carers/pupils)	Page 7
How to escalate if required	Page 7
Approaches THS uses to address bullying incidents	Page 8
Approaches THS uses in response to bullying behaviours	Page 9
Recording and monitoring bullying incidents	Page 10
Dealing with reports of bullying flowchart	Page 11
Actions Table	Page 12
Resources and Key Contacts	Page 13

Introduction

The emotional health and wellbeing of children and young people is at the heart of achieving the outcomes that our children have the best start in life. This involves enabling all young people to become: successful learners, confident individuals, effective contributors and responsible citizens. The Highland Practice Model's wellbeing indicators state that in order to do well, now and in the future, children and young people need to be safe, included, responsible, respected, active, nurtured, achieving, and healthy. However bullying behaviour can have a negative impact on all those indicators for both the young person participating in bullying behaviour and those experiencing it.

Bullying can exist in all schools and we recognise the detrimental impact it has on children and young people's lives. We have the responsibility to challenge behaviour and attitudes which lead to bullying before incidents arise. When incidents do arise, it is important there are proper procedures in place to ensure the appropriate action is taken.

Everyone (including children and young people and their parents and carers), should have a good understanding and clear expectations of their role in dealing with bullying.

The purpose of this policy is to ensure a consistent approach across Thurso High School to:

- ◆ Establish and maintain a safe and emotionally literate environment, free from threats, fear, or harassment, in order that each pupil may be able to achieve their full potential: as a successful learner, a responsible citizen, an effective contributor and a confident individual.
- ◆ Provide a structure, which will help us to manage systematically incidents of bullying whether or not they are prejudice based.
- ◆ Enable the school to become emotionally literate and build positive and respectful relationships within and out with the school.
- ◆ Fulfil our obligations under the relevant legislation to pupils, parents/carers and staff.

At Thurso High School, we aim to create a culture that promotes respect, values opinions, celebrates difference and encourages positive and respectful relationships.

If bullying does happen we strive to ensure our pupils are:

- Resilient against bullying
- Able to stand up to bullying behaviour
- Able to take positive action to stop bullying

This policy should be read in conjunction with the document - Thurso High School – Bullying Prevention - A guide for parents and carers

Children's Rights

It is every child's right not to be bullied. Children's rights are unique in that many of them, although designed for the safety and protection of children, have to be provided for by adults and the government.

The United Nations Convention on the Rights of the Child (UNCRC) was approved by the UK in 1991. It aims to recognise the rights of all children (up to age 18) and ensure that children grow up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity.

Under the UNCRC, all children and young people have the right not to be discriminated against or treated unfairly; to be treated in their best interests and to have their rights respected, protected and fulfilled. Children and young people have the right to say what they think and have their opinions taken into account; to get and share information; and to think and believe what they want, as long as this is not damaging to others. Children and young people have a right to meet together and join groups as long as they do not stop others, respect their rights, freedoms and reputations. They should have a right to privacy and protection from attacks against their way of life, and they have the right to be protected from being hurt, mistreated, physically and mentally. Children and young people have a right to an education which encourages children to respect others; human rights; and, their own and other cultures.

What is bullying?

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

Bullying behaviour 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)

Bullying can occur for no apparent reason or it can be based on prejudices. It can be subtle or it can be obvious, and it can cause short-term suffering or it can have long-term effects. Bullying can affect people in different ways and this should be taken into consideration. If you are unsure if the behaviour is bullying, look at the effect it is having on the child or young person. If they are unable to respond effectively and regain their sense of control in the situation, adults need to intervene to help restore it. Keeping the focus on impact reduces the emphasis on issues of persistence and intent. What you do about bullying is more important than how you define it.

The young person who is participating in bullying behaviour may not recognise that their behaviour is perceived as bullying. It is important to note that if another young person feels that they have experienced bullying behaviour then those behaviours should be investigated as bullying behaviours. In some cases it may be that the realisation of the impact of their behaviour may go some way to address the issue.

Roles & Responsibilities

Role	What is expected of
The Highland Council	• Provide up to date guidance on best practice and effective prevention of bullying • Gather, maintain and report Highland-wide data on bullying levels and types • Provide training and professional development opportunities and resources for all staff working in schools • Through Quality Improvement Officers, and other systems, support schools to identify, address and reduce bullying • Communicate high expectations of bullying awareness and preventions to contractors and other organisations providing commissioned services for children and young people • Engage with Highland Youth Voice and other relevant organisations to ensure the voices of children and young people are heard and taken account of • Maintain prejudice-based bullying as a standing agenda item for the Equality Group and other relevant forums
Thurso High School	• Ensure Thurso High School has clear policies on both preventing and addressing bullying that reflect Highland Council guidance in school and in the wider community and that parents and carers are aware of these. • Ensure that staff, pupils and parents and carers are consulted on, and familiar with, relevant contents of these policies, and are as active partners in consistently reducing bullying and its impact. • Audit, sample or otherwise consult with young people and staff about bullying incidence, impacts and effectiveness of staff responses. • Record all incidents according to THS and Highland Council protocols, including actions taken and review as part of SMT actions on a regular basis. • Respond, or ensure that relevant staff respond, promptly and appropriately to all alleged incidents. • Liaise as necessary with other agencies and services to address needs of individuals, groups or populations according to the Highland Practice Model • Ensure all staff have regular professional development about bullying, including aspects specific to protected characteristics under the Equality Act. • The responsible person for bullying prevention is Mrs A Nicoll (Depute Head Teacher) in conjunction with Senior Management and the PTPS team. This will be made clear to parent's, pupils and carers through appropriate communication channels.

Roles & Responsibilities continued

Your Role	What is expected of
Thurso High School cont.	• Ensure parents are provided with information on how to raise a concern and the escalation process. • Ensure there is clear monitoring and recording procedures and everyone in the school or establishment are aware of these—monitor and review this on a regular basis. • Take action to promote positive respectful relationships, equality and diversity and children's rights. • Offer children and young people a range of ways to report bullying or to talk about any concerns they have in confidence. • Resolve incidents of bullying proactively, using a respectful, proportionate and holistic approach which takes account of the impact of the incident as well as any underlying prejudice or other negative attitudes.
Parents and carers	• Be aware of anti-bullying policies and practice in any school/clubs/groups attended by your child or young person • Work collaboratively to help ensure bullying cannot thrive • Share concerns about their child as early as possible with appropriate school contact e.g. Year Head or PTPS • Engage through school Parent Council to contribute to and learn about anti-bullying practice • Treat people with respect • Promote positive respectful relationships • Listen and take children and young people seriously
Children and young people	• Treat people with respect and do not engage in bullying behaviour • Be aware of anti-bullying policies and practices in schools/clubs/groups attended • Where safe and appropriate (not dangerous), challenge bullying behaviour • Work collaboratively to help ensure bullying cannot thrive. • Share concerns with trusted adult/named person (where available).

Preventing Bullying

At Thurso High School we are working together to stop bullying. The first step in doing this is preventing bullying from happening. We have a number of strategies that we are implementing/ in the process of implementing to be effective.

- PSE programme – Bullying and Resilience
- Celebrating anti bullying week – November – *Assemblies & Activities - Annually*
- Through the school TRACK (Teamwork, Respect, Achievement, Commitment, Kindness) – *House Assemblies and House councils*
- Challenging prejudice behaviours – *SeemeSeeChange programme, PSE curriculum*
- Mentors in Prevention of Violence (MPV) led by S6 ambassadors – *in progress of being implemented session 25-26*
- RE programme – Moral Issues
- Resilience programmes – *to be implemented*
- Providing information for parents and carers – *Bullying prevention Guide*
- Providing a pupil guide on how to deal with bullying in conjunction with PSE curriculum
- Designated year group areas for S1 and S2 at breaks and lunchtimes.
- Providing supervised 'safe spaces' at breaks and lunchtimes.
- Providing as many activities as possible at lunchtime
- The use of CCTV cameras.
- Assemblies
- Display material in rooms/public spaces – *how to report bullying and promotion of events*
- Vigilance of all e.g. duties, on time to lessons, general presence.
- 1: 1 and small group supports as appropriate
- Guidance to both pupils and parents in relation to the use of IT and mobile phones around being safe online

Monitoring effectiveness of Anti-Bullying Strategies

Carryout a regular review of the anti-bullying prevention strategies and school procedures used for dealing with bullying incidents. This will be carried out through:

- Surveys
- Pupil focus groups
- Pupil council
- Anti-Bullying Action group – *to be implemented*

The outcome of the review will be shared with pupils, staff and parents as appropriate.

Liaising with agencies

To support our work in school we work with other agencies. This can be whole school, small group or individual interventions. This includes but is not limited to:

- Children Service workers
- Police Scotland
- Youth Action Team
- Educational Psychologist
- YDO

Staff training

CPD will be updated regularly by whole school staff. This will include

- Diversity and Equality
- Child Protection
- Bullying

How to report incidents (parents/carers/pupils)

Pupils

Pupils can report bullying (whether that is they are being bullied personally, or they have witnessed another person being bullied) in two ways.

1.In person:

Pupils can report any bullying incidents to an adult they trust. This may be any member of staff in the school, a parent or relative. Reporting that they are being bullied or that they have seen someone else being bullied is an important step in helping us to deal with bullying behaviour. Any reports to a member of staff in the school will then be passed on to the pupils PTPS (Pupil Support Teacher). The PTPS will then speak to the pupil to get a full record of the incident.

2.By Email:

Report any incidents to the email address of report.bullying@thursohigh.org.uk giving as much information as possible. The emails will be monitored daily and pupils will be requested by PTPS or Year head to get a full record of the incident.

Parents/Carers

If your child has reported to you that they are being bullied, or you suspect that they may be being bullied please contact your child's PTPS, year Head or the Headteacher by phone or email. Give as much detail as you can about the incident so that the PTPS can investigate it thoroughly. On completion of the investigation the PTPS will contact you to let you know the outcome and to offer additional support if this is required.

How to escalate if required

If you are not satisfied that the reported incident has not been dealt with appropriately you can contact the Area Quality Improvement Manager to make a complaint.

Approaches THS uses to address bullying incidents

Thurso High School implements specific evidence-based approaches to managing bullying incidents such as 'restorative' or 'solution oriented' approaches.

Approaches we use in Thurso High School include:

- Peer mediation, buddying & mentoring
- Building resilience
- Mental, emotional and social health and wellbeing programmes and activities
- Restorative approaches
- Nurturing approaches and principles
- Solution Oriented Approaches
- Education and awareness of rights
- Working with parents and carers

Approaches THS uses in response to bullying behaviours

Each bullying incident will be reviewed individually. A number of different practices may be considered. We need to help children and young people who demonstrate bullying behaviour by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We need to challenge prejudice and offer the opportunity to learn and change behaviour.

Therefore when responding to incidents or accusations of bullying the approach will be to ask:

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do we need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

Children and young people who are exhibiting bullying behaviour will need help and support to:

- Identify the feelings that cause them to act this way
- Develop alternative ways of responding to these feelings
- Understand the impact of their behaviour on other people
- Repair relationships

Thurso High School needs to ensure that:

- All complaints and concerns are taken seriously and investigated promptly and consistently
- Those involved feel appropriately supported and that fairness and impartiality to all parties concerned is shown to all parties during an investigation
- Assumptions are not made which are based on previous incidents or misbehaviour
- Confidentiality is respected and knowledge of the incident is limited to those directly involved with it and with any necessary action which follows.
- Feedback to all parties involved occurs as soon as possible.

Dealing with reports of bullying behaviours flowchart

Recording and monitoring bullying incidents

For everyone who works with children and young people accurate recording of bullying incidents ensures that an appropriate response has taken place, follow up has been issued. It also helps the school monitor the effectiveness of its practise and can also help identify training needs

Incidents of bullying must be recorded systematically in the SEEMiS Bullying & Equalities Module and also entered on SEEMiS pastoral notes as a significant event.

As part of any investigation procedure, notes must avoid giving personal opinions and observations and contain:

- Names of those involved (including witnesses) and what they said; this must be factual
- Where and when bullying is alleged to have taken place
- The type of bullying experienced, e.g. name-calling, rumours, threats etc.
- Any underlying prejudice including details of any protected characteristics
- Consideration of personal or additional support needs and wellbeing concerns
- Actions taken including resolution at an individual or organisational level

Note:

Online bullying shouldn't be treated differently from face-to-face bullying.

Data should not be analysed in isolation. Our local context, professional judgment, and other relevant information should be considered alongside the statistical evidence.

Action Table

Action	Timeline	Who	Completed ?
Carryout Bullying survey	Term 2	AN	
Set up an email account that bullying can be reported to	Nov 25	AN	Yes
Organise an Anti-Bullying action group with S4 pupils who had leadership roles last session	Term 2	JM/AN	
Organise a parent review group once policy is completed	Term 3	AN/HF	
Provide a bullet point step by step guide on how to raise concerns for pupils and parents	Term 2	AN	Yes
Anti bullying week 10th November – plan activities and assemblies to raise awareness	Oct 25	AN/SMT	
Review bullying in PSE and Health & Wellbeing courses – audit what is being covered	Term 2	KM	
Research and Implement resilience training group	Term 2	AN	
Organise support groups -ie resilience, girls group etc	Term 2/3	AN/RD	
Share Bullying documents with parents/carers/pupils	Before end of Term 2	AN	
Staff training - bullying	Staff meeting term 2 or 3	AN/HF	

Resources and Key Contacts

Local Contacts
- Staff

Highland Council Psychological Service

Highland Council Equality and Diversity Group—Chair: Head of Additional Support Services

Highland GLOW Equality, Diversity and Children's Rights site can be accessed through the For Highland's Children tile. It contains information on all of the 'protected characteristics' of the Equality Act 2010, teaching resources and sections on bullying and children's rights

National and other contacts and resources: Staff & Parents

Anti-Bullying Alliance:

The Anti-Bullying Alliance is a coalition of organisations and individuals that are united against bullying. They supporting learning and sharing best practice, and raise awareness through shared campaigns.

Better relationships, Better learning, Better behaviour:

Better relationships, better learning, better behaviour leaflet by the Scottish Government leaflet outlining policy guidance in response to the Behaviour in Scottish Schools Research 2012.

Bullying UK:

Helpful resources and good information on online/cyber bullying

Changing Faces:

The charity which aims to support and represent children, young people and adults with disfigurements from a wide range of causes.

ChildLine:

ChildLine anti-bullying helpline in Scotland (0800 44 1111) specifically for children and young people who are the victims of bullying or who are bullying other young people. The training and outreach team at ChildLine Scotland works with schools raising awareness of ChildLine and the issues faced by children and young people.

CHILDREN 1ST

CHILDREN 1ST: runs ChildLine Scotland on behalf of the NSPCC and works with Scotland's vulnerable children and young people to help change lives for the better. Bullying is addressed by their Safeguarding in Sport service, working with sports governing bodies and local authorities.

Children in Scotland:

The national agency for voluntary, statutory and professional organisations and individuals working with children and their families in Scotland.

Enable Scotland:

To help adults tackle the bullying of children and young people with learning disabilities

Enquire:

Offers independent advice and information to parents, carers, practitioners, children and young people through a dedicated telephone helpline 0845 123 2303 or via the website.

Govan Law Centre Education Law Unit:

The Education Law Unit runs the Education Law Helpline which is available to anyone who has an enquiry about any aspect of education law in Scotland. Enquiries can be made by telephone (0141 445 1955) or e-mail (advice@edlaw.org.uk).

LGBT Youth Scotland:

Aims to improve services for LGBT young people and the wider LGBT community. Toolkit for teachers: Dealing with homophobia and homophobic bullying in Scottish schools funded by the Scottish Government and developed in partnership with Learning and Teaching Scotland.

The Children and Young People's Commissioner Scotland

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.

Scottish Out of School Care Network:

The lead independent voice for school-aged childcare in Scotland. SOSCN is working in partnership with respectme to provide anti-bullying training.

Scottish Traveller Education Programme (STEP):

The site provides resources, tools and information promoting innovative approaches to learning. Importantly, families, young people and teachers have been involved in co-producing all the materials.

Sense Over Sectarianism:

What is Action on Sectarianism? YouthLink Scotland has set up the first independent public website designed to challenge sectarianism in Scotland, supported by the Scottish Government.

Stonewall Scotland:

Stonewall Scotland works to achieve equality and justice for lesbian, gay, bisexual and transgender people in Scotland. They help schools tackle homophobic bullying and provide safe and positive learning environments for all children and young people by providing training for staff and a number of resources.

Together Scotland - Scottish Alliance for Children's Rights:

Together is an alliance of Scottish children's charities that works to improve the awareness, understanding and implementation of the United Nations Convention on the Rights of the Child ([UNCRC](#))

Young Minds:

Charity committed to improving the wellbeing and mental health of children and young people.

Youth Scotland:

Contributes to anti-bullying in Scotland through engagement in development of national policies and through the provision of advice, information and training for those working with young people on a range of issues which may contribute to bullying behaviours, for example racism and sectarianism. <http://www.youthscotland.org.uk/>

Zero Tolerance:

Zero Tolerance aims to raise awareness about the nature and prevalence of all forms of male violence against women and children. <http://www.zerotolerance.org.uk/>

