Reviewer

* J. Wilson

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| Anti-Bullying PolicyViewforth High School | Uniform – Viewforth High School |

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# What is this policy?

This policy sets out:

* Viewforth High School’s commitment to ensure everyone gets to enjoy school without having to worry about bullying
* How Viewforth High School promotes an environment where bullying is not accepted by the community
* How Viewforth High School works with those involved in bullying to stop it and prevent it from happening again

## What is this policy based on?

This policy draws on many legal documents, national and local guidelines and the United Nations Conventions on the Rights of the Child (UNCRC).

### Values

Our core values at Viewforth High School

Care Ambition Respect Equity

As part of this, we are committed protecting the dignity, inclusion and rights of the children who attend our school.

### Guidance

International legal documents:

[Convention on the Rights of the Child | UNICEF](https://www.unicef.org/child-rights-convention#learn)

United Kingdom Legal documents:

Children's rights - Human rights - gov.scot (www.gov.scot)

[Equality Act](https://www.gov.uk/guidance/equality-act-2010-guidance#:~:text=Print%20this%20page-,Overview,strengthening%20protection%20in%20some%20situations.) 2010

Guidelines from the Scottish Government:

[Respect for All: The National Approach to Anti-bullying](https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/)

[Getting it right for every child (GIRFEC)](https://www.gov.scot/policies/girfec/)

Guidelines from Fife Council

 Fife Council Anti-Bullying Policy 2018

## Who has had input into this policy?

* Pupil Focus Group
* Parent Council
* Pupil Support Staff
* Teaching Staff
* Fife Council Educational Psychology Service

This policy will be reviewed every two sessions.

# Children’s Rights and Bullying

Many of the rights of the child in the UNCRC contribute to young people being protected from bullying. Young people can expect to be protected from bullying, especially when at school.

**Article 31 - Relax and play** – Being excluded from activities by bullying behaviour has a harmful impact on development, health and wellbeing. As adults we are responsible for shaping an inclusive culture where all children can participate.

**Article 13 - Be listened to, opinions heard** – Young people’s views must be considered when responding to bullying behaviour. Exclusion can also impact on this right.

**Article 3 - What is best for children from child care organisations** – All organisations have a duty to provide a safe, healthy environment for children where bullying is unacceptable. This responsibility must not be a burden heaped on a few individuals – but rather understood and shared by all staff.

**Article 19 - Protection from violence and abuse & Be protected from harm** – Children and young people have a right to be protected from bullying behaviour – a protection that all adults in their lives, regardless of their roles, share a responsibility to provide.

**Article 14 - Practice your religion** – Bullying behaviour stemming from prejudices can devalue a child’s beliefs. Children should respect the beliefs of others and adults have an important role to play in encouraging this, while strongly challenging prejudice-based attitudes and actions.

**Articles 17 and 28 - Get and share information** – Bullying and its impacts can be detrimental to a child’s capacity to learn. This right also highlights an adult’s responsibility to take young people’s views into account when making decisions that affect them.

**Article 15 - Meet together and join groups** – A culture of bullying can prevent young people from engaging in their chosen activities. It is not fair or healthy to ask a child or young person to change their behaviour to avoid bullying as anything other than a short-term measure. The focus needs to be on changing the bullying behaviour that threatens this right

# What is bullying?

For the purposes of this policy we define bullying as behaviour, which may or may not be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life. Bullying may take many forms, including verbal, physical and social behaviour, and increasingly it may involve the use of technology, such as mobile phones or computers. It is likely to be associated with a power difference between those who bully and those who are bullied, to lead to hurt, fear and anxiety, and is often the result of a difference, perceived or real.

*Anti-Bullying Policy* (2018, Fife Council)

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 (face-to-face and/or online)
* Being targeted because of who you are or who you are perceived to be (face to face and/or online).

## When is it not bullying?

It is important for children and young people to discuss how they feel and help them

develop resilience to manage their relationships. We know that children and young people

will fall out and disagree with each other as they form and build relationships. This is a

normal part of growing up and most children and young people have the ability to bounce

back from this type of behaviour.

Early intervention and prevention are key elements of an approach focused on ensuring

we get it right for all of our children and young people.

*Respect for All* (2017, Scottish Government)

## What are Protected Characteristics?

Bullying behaviour is not tolerated in any case, but some characteristics are noted for protection in law (Equalities Act, 2010) as well as in this policy:

* Age
* Disability
* Gender reassignment
* Marriage and civil partnership
* Pregnancy and civil partnership
* Race
* Religion or belief
* Sex
* Sexual orientation.

We also recognise that some young people may be particularly affected by bullying relating to:

* Asylum Seeker or Refugee Status
* Body Image
* Looked After Status
* Social or Economic Status
* Young Carer Responsibilities
* Imprisonment of parents, siblings or other family members.

## What are our expectations of young people and staff?

### Expectations of Young People

Young People have a number of expectations at Viewforth High School. The one which relates to bullying is that they:

* Be polite and considerate of others

All pupils are encouraged to report incidents of bullying they experience or witness to staff.

### Expectations of Staff

Staff who witness incidents of bullying are expected to:

* **Challenge** the behaviours they see,
* **Support** the young people affected,
* **Report** the incident to the relevant Principal Teacher of Guidance.

As with all other aspects of their work, staff should incorporate training on anti-bullying into their continuous professional learning. Some staff will receive mandatory training from the local authority on the managing and recording of bullying incidents.

All staff are required to complete Equality and Diversity training every 2 years.

# How do we deal with bullying at Viewforth High School?

## Preventative Steps

**Education**

* Our Personal and Social Education curriculum addresses bullying directly, however, we also cover a range of linked issues including relationships, safe internet use and keeping yourself safe.
* Our positive relationships policy is based around building respect and supporting young people to recognise the consequences of their actions.
* Our Religious and Moral Education curriculum covers diversity in a wide range of areas including gender, sexuality, culture and religion
* Our social subjects curriculum covers History, Current Affairs and World Issues from different race groups, cultures and socio-economic statuses.

**Mentors through Violence Prevention**

* This is a scheme in school led by senior pupils delivering lessons to educate young people about the impact they can have on preventing violence, abuse and mistreatment of others.

**Strategy**

* We will analyse the bullying incidents reported to us and identify next steps to improve prevention work

**Safe Spaces**

At lunchtimes and after school we have a range of free activities on offer for young people so they can make friends, get to know people from other year groups and classes whilst being active at these times.

Intervals and Lunchtimes have staff and prefects on duty to ensure that young people feel safe and have someone they can speak to if something is worrying them.

## Responsive Steps

**Action in Cases of Bullying**

* We will build relationships across the school so that they have an adult in the school they feel they can **trust**.
* We will **listen** to the person experiencing the bullying.
* We will remind them that bullying is never acceptable, and we will not tolerate it at Viewforth High School.
* We will ask them how they feel.  Impact on individuals varies.
* We will identify the support **they** need.
* Keep them **involved** and up to date.
* **Report** all bullying in our Central System.
* **Follow-up** with both parties including parents/carers.

# What process do our staff follow when dealing with bullying?

Bullying Stops

Bullying continues

**Yes**

**No**

Pupils Report an incident to staff/staff witness bullying incident.

Staff use challenge, support, report protocol using Anti-Bullying Form or C&W Form.

Decision on whether further action is required

2 week review

1. Record check-in with pupil on BEM
2. Courtesy call home to update
3. One final check in, in 3 weeks.
4. Record check-in with pupil on BEM and any new information.
5. Consider and select stage 2 strategies to implement
6. Consider Depute Head intervention
7. Create an entry on the Bullying and Equalities Module and ensure person displaying bullying’s named person is informed.
8. Consider and select strategies to implement.
9. Record strategies on Seemis Bullying and Equalities Module.
10. Contact parents/carers of those involved and advise of planned actions.
11. Create an entry on the Bullying and Equalities Log as unfounded
12. Ensure parent/carer of pupil is aware of concern and our view following investigation.
13. Commitment to monitor/maintain awareness of vulnerability if appropriate.
14. Acknowledge referral from reporter
15. Use the 5 GIRFEC Questions when meeting with the pupil
16. Note the nature, frequency and timing of behaviours

Bullying is reported directly to PT Guidance by pupil or parent (including via office or QR Code).

# Where can I get support if I’m worried about bullying?

## School Contacts

Viewforth has a House Team structure to support young people with any worries they may have at school including bullying. Depending on which House you are in you can speak to the following people:

**Craigendal**

* Principal Teacher of Guidance – Lara Robertson
* Principal Teacher of Guidance – Callum Simpson

**Fidra**

* Principal Teacher of Guidance – Christine Edwards
* Principal Teacher of Guidance – Carrie Beesley

**MacGregor**

* Principal Teacher of Guidance – Lynne Hughes
* Principal Teacher of Guidance – Brian Bowman

Depending on the circumstances other colleagues will support all Houses:

* Principal Teacher Curriculum (Support) – Lesley Hill
* Positive Engagement Officer - PC Stewart Burnside

All of the above can be contacted at the school by:

* Phone - 01592 583408
* Email - Viewforthhs.enquiries.fife.gov.uk

## Online Resources

You may wish to read some more to help you understand or manage the situation:

Young people

* [Respect Me | What are my options?](https://respectme.org.uk/page-3/what-are-my-options/)
* [Bullying, abuse, safety and the law | Childline](https://www.childline.org.uk/info-advice/bullying-abuse-safety/)
* [LGBT Youth Scotland Advice on Bullying](https://www.lgbtyouth.org.uk/groups-and-support/lgbt-advice-centre/bullying/)

Parents and Carers

* [Respect Me | Anti-bullying guide for parents and carers](https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/)
* [CEOP Safety Centre](https://www.ceop.police.uk/Safety-Centre/) – advice about staying safe online

## Partner Agencies

There are partner agencies you can speak to for advice as well:

* Young people who would like someone to speak to:
	+ **ChildLine - 0800 1111**
* Parents and Carers who would like someone to speak to:
	+ ParentLine Scotland - **08000 28 22 33**

# Appendix A – Bullying Reporting Form

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| **Viewforth High School - Bullying Reporting Form** |
| Person Experiencing Bullying Behaviour |  | Person Displaying Bulling Behaviour |  |
| Their Reg Class |  | Their Reg Class |  |
| Date it Happened |  | Time it Happened |  |
| Place it Happened |  |  |  |
| **What Happened?** (Be very specific) |
|  |
| Who is this Report From? |  | Date Handed In |  |
| What have I done so far? | **Next Steps**E-mail to or hand in in paper format to person experiencing bullying’s PT Guidance |
| Next Steps |