

Turnbull RC High School

A Community of Faith Engaged in Learning



Anti-Bullying Guidelines

February 2020

‘Each of us is the result of a thought of God. Each of us is willed. Each of us is loved. Each of us is necessary.’

Pope Benedict XVI

‘Respect for All has a fundamental role to play in helping us realise our vision for all children and young people. It provides a holistic framework for all adults working with children and young people to address all aspects of bullying, including prejudice-based bullying. Respect for All reflects Getting it Right for Every Child (GIRFEC) and recognises that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination.’

Scottish Government (2017) – *Respect for All: A National Approach to Anti-Bullying for Scotland’s Children and Young People.*

VISION STATEMENT

As a community of faith and learning, centred on Christ, we will value each person as an individual, enabling our students to fulfil their potential as young men and women, prepared to meet the challenges of life and committed to serving Christ in others.

VALUES

The values of the Gospel will direct the work of the school. Our community will aspire to:

- grow in faithfulness to God
- encourage hope in each person
- reach out in compassion to others
- respect the dignity of all
- treat others fairly
- act with honesty.

AIMS

We will strive to achieve our vision by:

- providing high quality Catholic education based upon Gospel values
- providing experiences which meet the individual needs of our young people and enable them to achieve their full potential
- fostering a strong sense of community within the school and developing productive links with the wider community
- valuing and developing all members of the school community.

Lord

Help me to make good choices in how I deal with others.

Help me to remember that everyone I meet is the work of your hands and the product of your love.

Help me to see you in them, and let them see your love at work in me. Amen

Rationale

Turnbull RC High School is a community of faith engaged in learning centred on the Values of the Gospel and with Christ as our role model. We are committed to keeping respect, dignity, compassion and love at the heart of our relationships with robust policies which seek to ensure the safety and inclusion of all members of our school community. We work together with young people, their families, partners and wider community to promote the holistic development of each member of our school community.

These Anti-Bullying Guidelines provide guidance to students, staff, parents and carers of Turnbull RC High School on preventing, responding to, and reducing bullying behaviour in line with East Dunbartonshire's Anti-Bullying Policy and Guidance for Education Establishments (2015, updated 2019).

Aims

The aims of Turnbull RC High School's Guidelines are to ensure:

- that all young people are provided with a safe, inclusive and supportive environment in which to learn;
- that all adults are provided with a safe, inclusive and supportive environment in which to work;
- that all members of our school community are treated with respect
- that young people, parents and carers and staff have a robust understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported;
- that we promote a culture where bullying behaviour is recognised as being unacceptable;
- the prevention of bullying of young people through a range of approaches;
- the effective support for young people, their parents and carers who are affected by bullying;
- the effective support for adults who are affected by bullying.

Definitions of Bullying

Bullying is a combination of behaviours and impacts which can affect someone's ability to feel in control of themselves. It is behaviour that can make people feel hurt, threatened, frightened and left out. *This behaviour can harm people physically or emotionally and, although the behaviour may not be repeated, the threat may be kept up over time, by actions, looks, messages, confrontations, hitting or hurting or the fear of these.*

Bullying also occurs in the virtual world which children and young people access through the Internet, via social networking (e.g. Facebook, Twitter and Snapchat), computers and mobile phones. As communication can happen anywhere and at any time, often unsupervised, on-line bullying can be very pervasive and difficult to handle.

However, in essence, the behaviour is the same and requires similar prevention methods. *Bullying – A Guide for Parents and Carers*, which includes guidance on on-line bullying, is available from RespectMe – Scotland's Anti-Bullying Service on their website - www.respectme.org.uk.

Other useful sites for information are: www.net-aware.org.uk and www.thinkuknow.co.uk

Bullying behaviour may be related to prejudice-based attitudes and behaviours which may compound other differences or difficulties in a young person's life. These include:

- gender reassignment;
- pregnancy and maternity;
- racist bullying;
- religion and belief;
- homophobic bullying;
- disablist bullying;
- body image;
- sexism and gender;
- looked after children and young people;
- young carers;
- socio-economic group.

When talking about bullying, it is important not to label young people as ‘bullies’ or ‘victims’. Labels can stick for life and can isolate a person, 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.

Turnbull RC High School is committed to current definitions that take account of the context in which the event took place and the impact on the person who feels harm has been done to them. It is considered unhelpful to define bullying purely in terms of behaviours alone. These guidelines also recognise that as people of all ages can experience bullying behaviour. Adults within our school community should also feel safe and respected.

It is important to have clarity about these significant events and be able to recognise and acknowledge bullying behaviours when they happen.

Bullying behaviours can include:

- name calling, teasing, putting down or threatening and intimidating by making prejudiced-based remarks;
- hitting, tripping, pushing, kicking;
- taking and damaging belongings;
- ignoring, excluding, spreading rumours;
- sending abusive messages electronically, e.g. via text, emails or social networking sites;
- making people feel like they are being bullied or fearful of being bullied;
- targeting someone because of who they are or who they are perceived to be.

This list is not an exhaustive list; there may be other behaviours that could impact negatively on a young person’s wellbeing.

It is crucial to take into account **the impact** that bullying behaviour has on a young person. The impact an incident has on a young person is more important than whether it is classified as bullying. Actions can affect people in different ways and this should be taken into consideration. The person who has experienced harm may have experienced just one event.

The impact determines the definition of bullying so one incident is sufficient to alert adults to take supportive action.

Not every unkind behaviour constitutes bullying. Children and young people are still learning how to get along with others. They will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. These are examples of ordinary conflict, perhaps thoughtlessness and possibly insensitive behaviour.

However, if left unchecked, these behaviours can lead to bullying, making those being bullied feeling afraid, uncomfortable or unsafe in their environment. These behaviours, therefore, should be viewed as an opportunity to help children and young people learn about resolving conflict and getting along with others. Parents and carers, teachers and other adults need to model kindness, conflict resolution, inclusion and responsibility.

Prevention of Bullying

Turnbull RC High School will work to create a positive and supportive ethos for all members of our school community. A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it difficult for bullying behaviour to occur or be tolerated. Our PSE curriculum also provides learning experiences for students to proactively develop the skills and understanding to prevent bullying behaviour.

As a school, we use a variety of approaches to ensure our school community values respectful relationships. For example:

- involving the school community in reviewing these guidelines;
- promoting awareness across the school community of these guidelines;
- consultation with the Student and Parent Councils e.g. reviewing our Anti Bullying Guidelines; Promoting Positive Behaviour Policy
- delivering themed assemblies;
- the provision of buddying or mentoring programmes; Anti-Bullying Ambassadors;
- systems which identify vulnerable young people and take steps to remedy this;

- employing creative and motivational ways to engage young people and raise awareness of bullying with theatre groups, speakers, film footage and music;
- running anti-bullying campaigns, displaying posters, organising assemblies;
- encouraging students to report bullying incidents using 'worry' boxes and the school intranet;
- having areas of special focus e.g. prevention of name calling; restorative approaches
- sharing an understanding of the impact and legal consequences of on-line bullying, supported by police liaison officers, for the whole school community through the curriculum, assemblies and events for parents and carers.

Communicating Awareness

In order to tackle the issue of bullying behaviour, it is essential that **everyone within the community** is aware that **bullying is never acceptable** and what action should be taken if they are subject to, or witness, what might be a bullying incident.

At Turnbull RC High School:

- we have a member of staff who acts as our Anti-Bullying Champion
- we have a student Health and Wellbeing Council which contributes views to the make-up and effectiveness of the PSE curriculum; whole school campaigns and events
- we have an anti-bullying committee (Wellbeing Teacher, DHT, staff members), which undertakes professional training to deliver anti-bullying courses to both young people and staff;
- we ensure every room in the school permanently displays at least one anti-bullying poster;
- we display relevant information and signposting for help and advice on a dedicated

notice board, in a prominent position, close to the main pupil entrances to the school;

- in consultation with young people, parents and staff, regularly review, update and publish the school anti-bullying policy on our website;
- regularly communicate with parents and carers to keep them abreast of our work.

To help raise awareness, our anti-bullying committee will:

- acknowledge that anyone can be in receipt of bullying behaviours and that having an understanding of the protected characteristics¹ is an important aspect to living our school values
- co-ordinate an interdisciplinary learning day for all S1 students focused entirely on anti-bullying approaches, wellbeing and awareness;
- provide training for senior students (Anti-Bullying ambassadors and buddies) which allows them to advise and help younger students deal with bullying behaviours;
- run lunchtime activities and clubs to encourage social interaction and provide access to literature and information on bullying issues;
- issue badges to trained senior students to identify them as members of the anti-bullying team available to help younger students;
- consult with and support young people to produce a young person friendly version of these guidelines.

¹ Equality Act 2010

School Ethos

It is essential that everyone takes responsibility in creating a safe and supportive environment within Turnbull RC High School and we aim to achieve this by:

- supporting anti-bullying projects and nurturing a positive ethos of respect for all;
- building positive relationships and promoting resilience;
- promoting work on personal safety, understanding differences (visible and invisible) and bullying as part of the PSE curriculum;
- encouraging the development of nurturing approaches and environments in which children and young people can feel free of bullying and can thrive;
- providing support in individual circumstances.

Reporting Concerns

Parents and Carers

For any parents and carers concerned about bullying behaviour, the first point of contact is the child's Principal Teacher of Pastoral Care (Guidance Teacher).

It is expected that parents and carers should model respectful relationships with members of the school community. They should not encourage their child to take matters into their own hands or become directly involved in any way that causes the issues to escalate or cause conflict between members of the wider community.

Staff

Should an incident occur, the member of staff who witnesses this, or to whom the incident is first reported, should take the incident seriously. They must use their professional judgement

in deciding upon appropriate action based on the impact of the bullying behaviour on the child or young person.

Young People

If a student or someone they know is being bullied or they witness someone else being bullied, it is very important that the young person acts: ignoring it can often mean the situation can get worse.

Young people should:

- tell their PT Pastoral Care (Guidance Teacher) or any other member of staff;
- tell a senior student who can then tell a teacher;
- tell a parent/carer or a trusted adult who will inform the school.

What will we do when a student tells us?

Bullying and harassment are wrong.

We will always listen to any concerns or comments about bullying behaviour but this does not mean the people who do it are 'bad' people. It also does not excuse the bullying behaviour but it does mean that it is possible to help them change the way they behave.

Steps we will take will include:

- maintaining confidentiality where appropriate;

- discussing incidents with student(s) experiencing the bullying behaviour;
- discussing incidents with student(s) displaying bullying behaviour;
- use restorative approaches and language;
- keeping the young person informed of progress made in dealing with concerns;
- taking appropriate action.

We will encourage mediation which will involve:

- creating an ethos of respect, inclusion, accountability and taking responsibility;
- demonstrating impartiality (not taking sides) and being non-judgemental;
- actively listening while encouraging collaboration and emotional self-expression;
- facilitating dialogue and problem-solving;
- listening to and expressing emotion;
- empowering others to take ownership of problems.

Any young person experiencing bullying behaviour will receive appropriate support and protection.

Examples of good practice include:

- the young person is taken to a comfortable place with no distractions;

- the young person is listened to;
- the member of staff confirms that bullying is never acceptable; the young person deserves to feel safe;
- the young person is gently encouraged to talk, to find out what happened, who was involved, where and when – and notes taken;
- the young person is asked what they want to see happen next;
- the young person is kept up to date with progress;
- the details of the bullying behaviour and actions taken are recorded in the SEEMIS Bullying and Equalities Module by designated SMT
- the member of staff informs parents and carers of the incident and action taken, if it is judged to be appropriate².

When a child or young person has displayed bullying behaviour, a member of the management team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents and carers should be involved when their active support is needed to implement a resolution of the bullying incident.

Examples of good practice include:

- taking time to understand the reasons for the bullying behaviour;
- naming the *behaviour*: the individual or group should not be labelled as ‘bullies’;
- staff should be prepared for a strong reaction from parents and carers, children and young people;
- staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour;
- addressing what is happening behind the behaviour, even when the bullying has stopped.

² Seeking the consent of a young person to share information under particular circumstances should always be considered. E.g. where a young person is transgender and parents and carers are unaware of this, confidentiality and privacy should be respected. Disclosing information to them should only be done with the consent of the young person.

We will consider the sanctions and support required for the young person displaying bullying behaviour to ensure that these interventions do improve behaviour.

Such approaches might include:

- one to one/small group work on positive behaviour strategies with an appropriate member of staff, as agreed;
- use of restorative language and approaches;
- solution orientated approaches;
- involvement of educational psychologists and police liaison officers.

However, 'where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the students there' (national guidance on the prevention and management of exclusions, *Included Engaged and Involved – Part 2 (June 2017)*), Head Teachers have the power to exclude as a last resort.

As part of our on-going school improvement planning, we will:

- provide S5/6 student with peer mediation training
- provide our student digital leaders with training to lead our anti-bullying IDL event
- review digital learning and mobile phone policies to reinforce the importance of good health and wellbeing and safety

Anti-Bullying Guidelines reviewed May 2017.

Anti-Bullying Guidelines reviewed January 2022.

Next review will be during session 2023 – 2025.



'Repairing harm focuses us to learn from the experience that has led to the conflict and examine our attitudes, beliefs and behaviours which have contributed to it'.
(Blood & Thorsborne, 2005)

'Restorative approaches aim to make it clear that the behaviour is *not* condoned, but at the same time as being supportive and respectful of the individual'. (Morrison, 2002)

Restorative Language is used in Restorative Conversations in Turnbull High School

Restorative Questions (to reflect on what has already happened)
What happened?
What were your thoughts at the time?
What have been your thoughts since?
Who has been affected by what has happened?
How have they been affected?
What do you need to happen now?

**Restorative Questions
(preventative questions/statements/ideas)**

What needs to change here?
Let's change what could happen. We can do this by
Better decision making is needed here!
Let me help you sort this out...
Let's make positive decisions and think this through...
We all need to be aware that our actions could affect others too...
What solutions could you put in place to stop this situation happening?

AIDE MEMOIRE

The most effective way to structure a response to bullying behaviour to is to ask these questions:

- What was the behaviour?
- What impact did it have?
- What does the young person want to happen?
- What do I need to do about it?

Our responses must be child-centred and underpinned by the values of fairness, equality and inclusion. We should ask ourselves:

- Is this fair and equal?
- Is what I am doing to ensure marginalised young people are represented, included and not ignored?
- Am I meeting *my needs* as an adult or responding to what *this young person* needs now?

These are all questions that will help us frame an effective response. Every situation is unique so we need to have a way of thinking about bullying that allows us to consider different responses, rather than one fixed way of doing things.



Help for Young People

Turnbull RC High School

- An adult you trust
- Your teachers
- Your Pastoral Care Teacher
- A member of SMT
- Your friends and older students
- A buddy/mentor
- Anti-Bullying Ambassadors
- School Captain

Pastoral Care St Andrew House

mhenry@turnbull.e-
dunbarton.sch.uk

Pastoral Care St Kentigern House

mhendrie@turnbull.e-
dunbarton.sch.uk

Pastoral Care Marian House

cbritton@turnbull .e-
dunbarton.sch.uk

Pastoral Care St Teresa House

amcbride@turnbull .e-
dunbarton.sch.uk

DHT S1

cbray@turnbull .e-
dunbarton.sch.uk

DHT S2

cmclaughlin@turnbull.e-
dunbarton.sch.uk

DHT S3/S4

lthomson@turnbull.e-
dunbarton.sch.uk

DHT S5/6

dmitchell@turnbull.e-
dunbarton.sch.uk

Head Teacher

ekennedy@turnbull.e-
dunbarton.sch.uk



Help for Young People

BEAT, support and services for eating disorders

Youthline T: 0808 801 0711
www.beateatingdisorders.org.uk/

Carers Link, East Dunbartonshire

T: 0800 975 2131
E: enquiry@carerslink.org.uk
www.carerslink.org.uk/young-carers-get-help/

ChildLine Scotland - free and confidential

T: 0800 1111
www.childline.org.uk

Enquire

The Scottish Advice Service for Additional Support for Learning

T Helpline: 0845 123 2303
Email: info@enquire.org.uk
www.enquire.org.uk/yp

Health NHS 24

111 / 08454 24 24 24

Net Aware on line safety advice for young people and parents/carers

www.net-aware.org.uk/

NSPCC

T: 0808 800 5000
www.nspcc.org.uk

Police Scotland

T:101

CEOP (online safety advice)

www.thinkuknow.co.uk

RespectMe, Scotland's Anti-Bullying Service

www.respectme.org.uk/

T: 0844 800 8600

E: enquire@respectme.org.uk

SAMH, Scottish Association for Mental Health

www.samh.org.uk/about-mental-health

T: 0344 800 0550

Who Cares? Scotland

T: 0141 226 4441

Advocacy and support for young people with experience of being in care

hello@whocaresscotland.org

