



## **North West Community Campus – Anti-Bullying Policy**

‘Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and climate of mutual respect and trust base upon shared values across the whole school community where everyone can learn and work in a peaceful and safe environment’. Building Curriculum for Excellence through positive relationships and behaviour, Scottish Government 2010

‘Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards’.

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

### **Aims:**

- 1) To help ensure the physical and emotional well-being of all members of the school community.
- 2) To promote positive relationships so that all students can focus on their learning and other constructive school activities.
- 3) To promote respect for each other and diversity in general.
- 4) To ensure that procedures are in place that help prevent and deal with bullying.

Our Learning Powers are relational, self-motivated, embracing challenge and resilient. We understand that bullying is never acceptable, and that children and young people have the right to learn in a safe, secure environment where they feel valued and included.

## **Definitions of Bullying**

In Scotland bullying is defined as:

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 or left out. This behaviour happens face to face and online. (Respectme, 2015)

Bullying behaviours can include:

- Being called names, teased, put down or threatened
- Being hit, tripped, prodded or kicked
- Having belongings stolen or damaged
- Being ignored, left out or having rumours spread
- Receiving abusive text messages, e-mails or other online messages
- Behaviour which makes people feel that they are being bullied e.g. intimidating language, posture or gestures
- Being targeted because of who you are or who you are perceived to be.

This is not an exhaustive list.

Something need only happen once for a child or young person to feel worried or scared to go to school, however, we might not call a 'one-off' incident bullying. It is important to take into account the impact on the child or young person. Actions can affect people in different ways and this should be taken into consideration.

Rights and Responsibilities:- All members of the school community have a duty to prevent, identify and respond to bullying. Children, young people or adults who know of bullying have a responsibility to report it. Where bullying is reported the students involved can expect the matter to be taken seriously and dealt with in line with school and authority policy. People accused of bullying can likewise expect to be dealt with fairly, consistently and in line with school and authority policy.

## **Strategies for Preventing, Identifying & Responding to Bullying**

Prevention: Here at NWCC we will try to:-

- Ensure that all members of the school community are aware of the school's anti-bullying policy and that staff have sufficient training to deal effectively with bullying.
- Provide opportunities to develop student's understanding of what constitutes bullying behaviour and how to react to such behaviour.

- Ensure that there are safe, supervised places, such as the school library, classrooms and playground where pupils can go at lunch/break to avoid bullying behaviour.
- Provide opportunities to develop students' social and emotional skills, including their resilience, wherever possible, but especially through the schools PSE programme, sport and extra-curricular activities.
- Promote respect for others and diversity in general through lessons, assemblies and the PSE programme.
- Promote cohesion in the school and wider community through the promotion of a positive approach to behaviour, effective communication and representation through the Student Voice and involvement in shared activities, especially those which bring diverse people together.
- Work with outside agencies where specialist advice and support is required.
- Work with parents, pupils and the local community to address issues beyond the school gates.

**Action When Bullying is Suspected/Witnessed:**

- Anyone who feels that they are being bullied or suspects that someone is being bullied should report it to an appropriate member of staff. This is likely to be the classroom teacher in primary/nursery or a member of the pupil support team in the secondary. If in doubt information can be passed to Mrs Templeton/Mrs Morrison (Depute Headteachers) for Secondary issues or Miss Henry/Mr Maxwell(Depute Headteachers) for Primary/Nursery issues.
- When bullying behaviour has been reported an appropriate member of staff (Pupil Support:- Secondary/PT/Depute Head Teacher:- Primary) should gather as much information as possible in order to establish if bullying has occurred and to discuss the response with other relevant staff, the young person involved and, where appropriate, other students. This can involve taking written accounts from witnesses and parties involved. When parents have raised the issue they must be kept informed of action being taken. The parents of an alleged bully need not be informed on every occasion. When students or staff have raised the issue they must also be kept informed of action being taken.

**Action When Bullying is substantiated:**

Bullying comes in many forms and degrees, and situations may be complex. Several options are available including restorative steps to help prevent repetition of bullying behaviour. The sanctions applied will depend on the age and stage of the young people involved, the nature of the incident and the frequency of incidents. A first bullying offence is different to on-going or repeated bullying behaviour. There has to be degree of professional judgement and agreement when imposing sanctions.

- All substantiated cases of bullying must be recorded. Both sectors of the school maintain a bullying log to record incidents centrally and details of the advice, support and action taken.

- The parents of the pupil subjected to bullying behaviour must be informed of the action taken where direct action is taken against pupils exhibiting bullying behaviour, their parents must also be informed. Confidentiality for a pupil who relates to LGBT identity will be respected.
- When students or staff have raised the issue they must also be kept informed of action being taken.
- Restorative Justice Approaches including restorative conversations, social stories and reflective exercises may be used, particularly in initial instances of bullying behaviour,
- Preventative approaches may be used, including class discussions, dedicated assembly time, changes to seating plans, group or class placement and working with bullies to address any issues which may underlie their behaviour.
- Where there may be implications with regards to the law the advice of the police should be sought. The absence of police involvement by the school would not preclude a child or parent pursuing independent action involving the police.
- There may be instances when the use of outside agencies may have to be considered e.g. CAMHS, Children and family Services, Educational Psychologist in order to provide support/help for the young people involved.
- Victims should be supported by a named member of staff.
- At regular intervals during the two weeks after action has been taken, the relevant staff member should check with the victim that there has been no recurrence of bullying.

#### **Action When Bullying is Not Substantiated:**

Even if bullying has not been substantiated, there may have been unacceptable behaviour by one or more students. This should be dealt with according to the schools promoting positive behaviour policy. In such cases, the pupil subjected to bullying behaviour may still benefit from support of some kind. Any involved parties, including the parents of the pupil subjected to bullying behaviour must be informed of this conclusion and any ensuing action. A relevant member of staff will check in with the pupils involved after two weeks to check whether any further incidents have occurred.

#### **Review and Engagement:**

- Procedures will be discussed, monitored and reviewed on an ongoing basis, and formally updated once a year.
- A parental guide to the policy will be available and issued annually to S1, P1 and any new enrolments. We will report back to parents/carers regarding their concerns about bullying and deal promptly with complaints. Parents/ carers in turn work with the school to uphold/review the anti-bullying policy.
- We will survey a sample of children and young people's views on the extent and nature of bullying during every annual anti-bullying week.
- Ensure students know how to express worries and anxieties about bullying.

- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying, by involving the student voice in reviews of this policy and making it accessible to all students via the school website.
- Involve students in anti-bullying campaigns during Anti-Bullying Week.
- Publicise the details of helplines and websites throughout the school and on the school's website.
- Offer support to students who have been bullied.
- Seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations when appropriate.