



Secondary School Bullying Policy

Garnock Community Campus 2020

Rationale

The purpose of this policy is to foster a school environment that provides a safe and secure place for all our pupils and staff. All members of the school community have a right to work in a bully-free environment.

Our stance at Garnock Community Campus is that bullying behaviour of any kind is never acceptable.

The policy will focus on the following:

1. How do we define bullying?
2. Different Types of Bullying
3. Bullying Prevention
4. Prejudice-based bullying
5. The Equality Act (2010)
6. The Impact of Bullying
7. When is it not bullying behaviour?
8. Expectations of Stakeholders
9. How Will We Respond to Reports of Bullying?
10. Useful Contacts and Resources

At Garnock Community Campus, it is a priority to ensure that all pupils have the opportunity to learn, grow and develop in a safe and secure environment.

The aim of the anti-bullying policy is to encourage and expect a consistent, zero tolerance approach to bullying from staff, pupils and parents. Everyone has a part to play in achieving this vision. This anti-bullying policy has been created and produced based on views gathered from pupils and parents. In working together, we can create an environment where every child is able to achieve his/ her full potential, without feeling anxious about the behaviour or actions of others. It is imperative that bullying is recognised and dealt with effectively in order to meet this aim.

Treating one another with respect and tolerance is an integral aspect of the curriculum across all subjects. Throughout all departments, pupils and staff work together to create an ethos of mutual understanding and respect. Pupils are given further opportunities to develop their understanding and skills in forming positive relationships through PSE and Health and Wellbeing classes (S1 & S2). In these settings, they will also develop strategies to deal with challenging situations in order to build resilience. It is important that pupils feel safe and confident in reporting bullying to staff, and through the consistent promotion of positive relationships we can achieve this.

Bullying can have a hugely negative effect on how a young person feels about themselves and also on how they feel about school. In developing the four capacities successfully in our young people, it is vital that bullying is managed and eradicated from our school. We acknowledge that bullying can have a significant impact on the wellbeing of a young person. Through the GIRFEC approach and use of the Wellbeing Indicators we will support our pupils to breakdown any barriers to their progress and development.

When bullying is reported, staff will deal with the matter discretely and sensitively. Pupils will be supported in a caring environment to share information, whether they have experienced bullying or witnessed bullying.

This policy takes into account the Equality Act 2010 to ensure we are inclusive of gender reassignment, race, religion, disability, pregnancy and maternity, sex and sexual orientation of the pupil.

1. How do we define 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. 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. (Respect Me, 2015)

Bullying behaviours can affect you physically and mentally, and can be persistent over time or a one off incident.

Some bullying behaviours include:

- Being called names, teased, put down or threatened face to face and online, verbally, or non-verbally, directly or indirectly.
- Being hit, tripped, pushed or kicked or physically mistreated.
- 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 by phone
- Being targeted because of who you are or who you are thought to be (face to face or online)
- Behaving in such a way which makes people feel like they are not in control of themselves or their lives.

2. Different Types of Bullying

Emotional/Mental:	when pressure to conform is applied
Material:	when possessions are stolen, damaged or hidden or extortion takes place
Social:	not being spoken to or left out
Physical:	Pushing, kicking, hitting, punching or any use of violence
Verbal:	Name calling, sarcasm, spreading rumours, teasing, personal comments
Cyber:	All areas of the internet such as email, social networking sites, mobile phones, misuse of associated technology e.g. cameras & recording facilities

3. Bullying Prevention

Within our PSE curriculum there is an extensive anti-bullying programme which covers all aspects of bullying. This programme also encourages pupils to report any signs of bullying to a member of staff. These messages are also reinforced through in classes, assemblies, our school values, Rights Respecting Schools and Promoting Positive Relationships policy.

To ensure that our children and young people feel safe, staff monitor social areas during break times and are out and about in corridors and stairwells during period change over times. At the start of the day SLT are there to welcome pupils off the buses and at the end of the day they ensure that pupils get onto the buses safely.

4. Prejudice-based bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

‘Respect for All’ states: Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual’s actual or perceived identity; it can be based on characteristics unique to a child or young person’s identity or circumstance.

Research shows that anti-bullying work that clearly addresses the particular needs of vulnerable or minority groups is more effective. There is a need to address the root cause of prejudice as well as effectively responding to incidents as they arise. We need to create environments where diversity is celebrated and name calling and comments based on prejudice are challenged. Some personal characteristics are protected within the law, to address the years of unfavourable treatment experienced by some groups.

5. Equality Act (2010)

The Equality Act 2010 makes it unlawful to discriminate against people with a ‘protected characteristic’.

These are:

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

Prejudice-based bullying

Prejudice-based bullying includes the protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for a variety of reasons.

Prejudice-based bullying

Additional Support Needs

An additional support need can arise for any reason and be of short or long term duration. Additional support may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors. A child or young person may be bullied because they have an additional support need and crucially being bullied can also lead to an additional support need.

Age

Although prejudice and discrimination based on age is not applicable in school settings, it can affect children and young people in a variety of other settings. For example, in workplaces, further and higher education and in wider society.

Asylum Seekers and Refugees

Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, and reluctance to burden parents with extra worries can allow bullying to go undetected and continue.

Body Image and Physical Appearance

This can be hugely important to children and young people, with bullying because of body image having the potential to negatively impact upon their wellbeing.

Disablist Bullying

People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision.

Gypsy/Travellers

This group of children and young people are a particularly discriminated against and marginalised group and concerns about bullying are especially acute for secondary schools. Perceived risks about bullying and parent's own experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people, as well as early exit from formal education. Other Traveller families, such as Roma, may have similar concerns.

Sexual Orientation & Homophobic Bullying

Bullying based on sexual orientation is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. It is also commonly referred to as 'homophobic bullying' but can also be expanded to recognise the specific experiences of bisexual young people using the term 'biphobic bullying'.

Children and young people do not necessarily have to be gay, lesbian or bisexual themselves to experience 'homophobic bullying'. This type of bullying may be directed towards young people perceived to be lesbian, gay or bisexual young people; those that do not conform to gender norms and/or expectations; and those who have gay friends or family. Children with LGB parents may also experience homophobic bullying. Although homophobic bullying is distinct from sexist and transphobic bullying, it is related to these forms of bullying through underlying sexist attitudes.

Intersectionality

Understanding the different and unequal social and economic outcomes for particular groups, based on interactions between race, class, gender, sexual orientation, disability, age and ethnicity. In the context of anti-bullying, it is important to understand the connection between the experiences of belonging to one or more of these groups and people's prejudice towards them, which can lead to inequality in attainment and wellbeing.

Prejudice-based bullying

Care Experienced

Children and young people who are care experienced, are vulnerable to bullying behaviour for a number of reasons. It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult. Forming relationships with peers and adults can be more difficult due to their early childhood adversity.

Marriage/Civil Partnership

Whilst it is unlikely that a school-aged pupil will be in a same sex marriage or civil partnership and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination. For example, if the child or young person is associated with someone (parent, sibling, etc) who is in a same sex marriage or civil partnership or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

Racial Bullying

Children and young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and deserve to be treated differently, or with less respect.

Religion and Belief

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying. People who have no religion or belief are also protected under the Equality Act.

Sectarianism

Most people understandably associate Sectarianism with religion. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out for sectarian abuse - whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.

Sexism and Gender

Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girl's and boy's behaviour - suggesting that they are not being a 'real' man or a 'real' woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve the use of terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. Sexism and gender stereotypes feed into homophobia, biphobia and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who are not perceived to conform to these notions vulnerable to indirect and direct bullying.

Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can lead to bullying because of the prejudice towards their perceived difference.

Gender Identity and Transphobic Bullying

The term 'transgender' is an 'umbrella term' for those whose 'gender identity' or expression differs in some way from the gender that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, or an identity between or outside the two. Transgender people face significant societal prejudice, largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender or gender 'variant' children and young people can be particularly vulnerable to bullying. This can manifest in many ways, including transphobic and homophobic name calling or deliberately mis-gendering them. An individual may also experience transphobic bullying as a result of a perception that a parent, relative or other significant figure is transgender.

Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Hate Crime

Hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. A hate crime can take a number of forms that are potentially criminal and should be treated as such. Adults and children and young people can seek appropriate advice and guidance from Police Scotland if they feel a hate crime may have taken place.

There is no legal definition of bullying in Scotland and as such bullying is not a crime. Bullying can be motivated by prejudice similar to hate crime, but the difference is when a crime has taken place, such as assault, graffiti or a breach of the peace which has been motivated by prejudice. The decision to proceed will rest with the Procurator Fiscal's Office. The presumption should be against criminalising children and young people wherever possible unless it is in the public interest.

Equality, Equity & Diversity

Equality is more than simply treating everyone the same. Not everyone needs exactly the same treatment; we are not all starting from the same place with the same privilege and support. Promoting equality involves challenging inequality. It means challenging language and behaviours that lead to people being treated less favourably, or having poorer outcomes at school or in life.

Equity is about addressing the imbalance and making sure those who need more help, support or protection can get it. When we do this, we are working towards equality. We strive for a society where people are treated fairly, which might mean taking extra steps to help those with less money get to school or college, making sure that those with a disability can access and enjoy the same places and experiences as everyone else, and so on. It is not enough to simply give everyone the same resources or tools to succeed, people may need ones that are specific to them and their circumstances to succeed. Diversity aims to recognise, respect and value people's differences. Diversity recognises difference, not just tolerating it, but acknowledging and celebrating the richness it can bring.

Bullying due to socio-economic status can take place in any community. Small differences in perceived family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings, clothing, etc. can become widespread through those considering themselves to be in the dominant social economic group. Bullying of children who endure parental substance misuse can also be prevalent.

Fully integrating and embedding equity, equality and diversity into an organisation relies on a culture where language and behaviour is challenged. Creating environments where difference is celebrated, together with role modelling how to challenge prejudices, is what we sign up for if we work with or have children.

6. The Impact of Bullying:

Bullying behaviour is damaging for both victim and perpetrators and can be linked with secrecy and threat. It can lead to feelings of fear, misery, isolation, loneliness, powerlessness and hopelessness.

The impact of bullying behaviour may lead to:

- Reduced self-confidence and/ or self esteem
- Poor or non-attendance
- Withdrawal from normal activities
- Loneliness/ isolation
- Anxiety and depression
- Tearfulness
- Humiliation
- Feeling unsafe and fearful
- Inability to share feelings and communicate with others
- Self-harm
- Suicidal thoughts
- Parental or family stress and anxiety
- Changes to behaviour and/or physical appearance
- Aggression
- Demonstrating bullying behaviour towards others
- Lowered aspirations
- Eating disorders
- Self-harm

7. When is it not bullying behaviour?

We know that children and young people will fall out and disagree with each other as they make and build relationships. This is a normal part of growing up. However, it is still important to discuss how they feel at these times. Restorative approaches provide learning opportunities which can also support young people, allowing them to bounce back and become emotionally stronger and resilient.

8. Expectations of Stakeholders:

Staff

- Treat each other, parents and pupils with respect.
- Act as positive role models and foster a culture of trust and openness.
- Emphasise to pupils the importance of sharing with staff any concerns about bullying behaviour.
- Listen to all complaints and take them seriously.
- Refer all incidents to the relevant PT Pastoral Support or Year Head.
- Refrain from using labels - do not refer to a pupil as a 'bully' or a 'victim'.

Parents

- Treat school staff with respect.
- Be supportive of the school's efforts to eradicate bullying.
- Trust the school and accept that the school has taken appropriate action to help and support your child.
- Maintain good lines of communication at all times, and this includes letting us know if you have any issues.

Pupils

- Treat all staff and all other pupils with respect.
- Report any incidents of bullying you see to someone you trust (e.g. a member of staff, a peer mentor, a prefect, a parent or a close friend who will help you approach a member of staff).
- Trust that bullying behaviour will always be dealt with.



9. How Will We Respond to Reports of Bullying?

At Garnock Community Campus, when faced with an incident or accusation of bullying behaviour, we will always treat each incident seriously and on an individual basis. All incidences of bullying behaviour must be reported to PT Pastoral Support or Year Heads, though this report may come via other adults, peers or parents.

Pupils should report bullying behaviour, in person, to someone they can trust.

Parents can report bullying behaviour via telephone, email or in person.

After listening to the pupil, the following actions may take place:

- Investigation of the incident promptly and appropriately by PT Pastoral Support and/or Year Head.
- All reported incidents will be investigated.
- Where appropriate parents/carers will be contacted to inform them of the incident and they may be asked to attend a meeting in school to discuss the matter in more detail.
- If necessary, the campus officer will be notified.
- Appropriate strategies and resources will be used in an attempt to change the behaviour of the person displaying the bullying behaviour. This may include counselling, anger management strategies, restorative approaches, circle time, mentoring.
- The person at the receiving end of the bullying behaviour will be given support through appropriate use of strategies and resources and will have their Pastoral Support teacher 'check in' after a period of time to ensure that the bullying behaviour has ceased.
- Intervention/supports will be provided for the pupil displaying the bullying behaviour.
- Parents/carers will be given advice/support where appropriate.
- Where appropriate, a Team Around the Child meeting may be arranged.
- Where deemed appropriate the Promoting Positive Relationships procedures will be followed.
- All incidents of bullying behaviour are logged.

The school's anti-bullying policy will be reviewed on an annual basis to ensure monitoring and reporting of progress.

Useful Contacts

Year Heads

S6	Miss House
S4 & S5	Mr Duff
S3	Mr Scott
S2	Mrs Gardner
S1	Mrs Tipping

Pastoral Team

Arran House	Mrs Stirling
Cumbræ House	Mrs Orr
Harris House	Mrs Watson
Islay House	Mr Brown

Useful Resources

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues
www.anti-bullyingalliance.org.uk

Respectme - Scotland's anti-bullying resource - web site dedicated to bullying in Scotland with an emphasis on policy and strategy in schools.
www.respectme.org.uk tel: 0844 800 8600

Kidscape
www.kidscape.org.uk tel: 02077303300

Bullying advice and information with lots of links and on-line surveys
www.bullying.co.uk

Parentline Plus - advice and links for parents
www.parentlineplus.org.uk tel: 08088002222

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting
www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools
www.thinkuknow.co.uk

Know IT All for Parents - a range of resources for primary and secondary schools by Childnet International.
www.childnet-int.org/kia/parents

Bully Proof - a trendy up to date range of resources and video clips produce by radio 1 to
<http://www.bbc.co.uk/radio1/bullyproof>

Cyberbullying.org - one of the first websites set up, for young people, providing advice around preventing and taking action against cyberbullying.
www.cyberbullying.org

LGBT Youth Scotland - Challenging homophobia ñ safe, anonymous, information, advice, support and chat
www.lgbtyouth.org.uk tel: 0778 148 17 88

Beatbullying - Good website for teenagers, with support from celebrities
www.beatbullying.org

