



PAISLEY GRAMMAR SCHOOL

Anti-bullying Pledge

Anti-bullying Pledge 2022/23

Unacceptable behaviour will always be challenged.

We will not label or stereotype.

Young people affected by bullying will be supported to help them regain their sense of agency.

The views of the person affected will always be taken into account when finding a solution.

We will respect everyone in our school community.

We will promote caring and positive attitudes.

We will act with kindness whenever we can.



KEY STAFF CONTACTS

Anti-bullying Coordinator

Mrs L McCrory Depute Head Teacher

Island Teams

IONA

Mrs L McCrory	DHT
Mrs L Kerr	PT Pupil Support
Mrs L Kennedy	PS Teacher

MULL

Mrs G Glover	DHT
Mrs J Campbell	PT Pupil Support
Mr J Denholm	PS Teacher

SKYE

Mr G Crawford	DHT
Ms E Stockan	PT Pupil Support
Miss S Pearson	PS Teacher

LEWIS

Mrs N Hood/Mr A Davidson	DHT
Miiss K Callaghan	PT Pupil Support
Ms L Gibson	PS Teacher

SCHOOL CONTACT INFORMATION

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PAISLEY GRAMMAR SCHOOL

Respect for All

At Paisley Grammar School, our key values are Respect, Compassion and Integrity. *We understand that bullying is never acceptable.*

This leaflet outlines our procedures and explains some of the actions we promote to create a school community where bullying cannot thrive.

When all members of our school community, pupils, parents and staff work together using our Anti-bullying approaches, the outcomes are better for our young people.

Investigating an incident

When is it bullying?

Bullying is both behaviour and impact. Every situation is unique and only through proper investigation can we determine if bullying has occurred. It may not be bullying, but it can still be unacceptable behaviour that needs to be challenged. Every incident will be treated individually and consequences could be involved as part of the solution. The most effective approaches always involve listening to those involved.

Restorative Practice

Traditional methods of tackling bullying concentrate on what's happened, who's to blame and what the punishment is.

Restorative practices ask:

- What's happened?
- Who has been affected and how?
- What have we all learned so we can make different choices next time?

Restorative practices are being embedded in our day-to-day work and the familiarity of this approach benefits young people involved when we tackle incidents.

Key staff across the school are trained facilitators in this type of approach.

Mentors (MVP)

Many of our S5 and S6 pupils are part of a team who deliver assembly inputs and lessons across the school about relationships. We have a number of staff mentors who support pupils in their role.

This year they will be delivering lessons to S1—S4 classes with a focus on the bystander effect.

Mental Health Ambassadors

Many of our S5 and S6 pupils have volunteered to become Mental Health Ambassadors. They want to give back to the school and they do this by supporting younger pupils.

At intervals and lunchtimes our Mental Health Ambassadors will coordinate Clubs and safe space areas within our Pupil Support Department.

They will be trained by experienced Anti-bullying practitioners and play a role in mediation and restorative approaches, where appropriate.

Anti-bullying lessons and support

Anti-bullying forms a key part of our Personal Support learning and teaching, and is a focus at assemblies throughout the year.

All staff within the school have received training from Respect Me and a number of key staff have had further training.

Within Personal Support all pupils complete a wellbeing wheel on a regular basis. This allows our pupils to report how they are feeling (under the wellbeing indicators) in a discreet way and Pupil Support staff follow up on any concerns.



Reporting and Recording

There are several ways for young people and parents/carers to report concerns;

- Speak to a teacher directly
- Speak to one of the MVP or Mental Health Ambassadors
- Use the anti-bully app
- Use the QR code throughout the school

For more information on Renfrewshire's Anti-bullying approach, go to

www.renfrewshire.gov.uk/article/3469/Anti-bullying