

Paisley Grammar School



Respect For All Policy

December 2022

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Note

This policy has been devised alongside guidance offered in *Respectme* documentation and Renfrewshire Council Policy. The context of this policy change has also been informed by:

- Getting it Right for Every Child (GIRFEC, updated 2012);
- Curriculum for Excellence (In particular the Health and Wellbeing Framework, Scottish Government 2014);
- The Equality Act, 2010;
- The Children and Young People Act, 2014;
- Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009;
- The United Nations Convention on the Rights of the Child (UNCRC), 1989;
- The Human Rights Act, 1998;
- The Standards in Scotland's Schools etc (Scotland) Act 2000;
- Corporate Parenting Policy (Renfrewshire Council 2009), and
- Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology In Schools (Scottish Government, 2013)
- Consultation with our Pupil Forum groups from each island November 2022

1. Vision

Every child and young person in Paisley Grammar School should make his or her journey through secondary school free from bullying behaviour. It is our aspiration that all those who play a role in the lives of children and young people are enabled to prevent and respond effectively to incidents of bullying behaviour.

Renfrewshire Council continues to be committed to the social, emotional and mental wellbeing of all children and young people.

2. Statement of Intent

Paisley Grammar School is committed to creating and sustaining a safe, positive and inclusive environment where respect is shown to and is given to all of its young people, staff, parents and carers.

Our values are Respect, Compassion and Integrity. We believe that all young people, staff, parents and carers have the right to be protected from bullying behaviours and all young people have the right to learn in a safe, secure environment.

If any young person has been subject to bullying behaviour, he/she should have the confidence to report it and know that the incident will be dealt with promptly. This means that anyone who is aware of an incident of bullying behaviour or is a victim of bullying behaviour should report it to an appropriate member of staff.

A number of initiatives and policies are in place to support, protect and encourage children and young people to lead happy and successful lives. These policies have a direct influence on the creation of anti-bullying behaviour policies and procedures:

- Getting it Right for Every Child (GIRFEC, updated 2012);
- Curriculum for Excellence (In particular the Health and Wellbeing Framework, Scottish Government 2014);
- The Equality Act, 2010;
- The Children and Young People Act, 2014;
- Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009;
- The United Nations Convention on the Rights of the Child (UNCRC), 1989;
- The Human Rights Act, 1998;
- The Standards in Scotland's Schools etc (Scotland) Act 2000;
- Corporate Parenting Policy (Renfrewshire Council 2009), and
- Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology In Schools (Scottish Government, 2013)

3. Aims and Objectives

Aims of this Policy

- To prevent, reduce and respond effectively to bullying behaviour of young people.
- To support young people and their parents and carers who are affected by bullying behaviour.
- To provide a secure, safe and positive environment, ensuring space, where young people feel able to discuss their problems.
- To build the capacity, resilience and skills in young people, parents and carers to prevent and deal with bullying behaviour.
- To ensure the provision of information, training and support to those working with young people.
- To ensure the approaches to anti-bullying behaviour are consistent with Renfrewshire Council policy.

Objectives of this Policy

- All teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- To help create an environment where everyone agrees that bullying is never acceptable and will actively work together to challenge and change bullying behaviour.

4. Outcomes for our Young People

- Young people will be supported to develop strategies in relation to self esteem and confidence building.
- Change in behaviours of those who bully others: negative to positive.
- Where possible, all parties involved will be reconciled.
- After any incidents of bullying are reported, investigated and dealt with, each case will be monitored by relevant Pupil Support Staff and Island Heads to ensure bullying behaviour does not continue.

5. What is Bullying Behaviour?

Bullying is defined by the Scottish Government as “behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated.” (A National Approach to Anti Bullying for Scotland’s Children and Young People, 2010).

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 and left out. This behaviour happens face to face and online.

(respect me 2015).

Bullying may be based on prejudice because of differences or perceived difference of the characteristics of a child or young person or group in which they are perceived to belong to. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith. 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. Prejudice is defined as a negative judgement of someone due to their difference or perceived difference. Bullying related to a protected characteristic need not be directed at someone who has a particular characteristic, but can also be based on a perception that they do or that they have an association with people who do. These may include a child or young person being looked after; or a young carer; or asylum seeker or because of the socio-economic circumstances, or the protected characteristics covered by the school specific provisions of the Equalities Act, 2010:

- Disability;
- Gender reassignment;
- Pregnancy and maternity;
- Race;
- Religion and belief;
- Sex; and
- Sexual orientation.

Prejudice based bullying which relates to the protected characteristics of the Equality Act such as race, religion, sexual orientation, transgender identity and disability may also be classified as a ‘hate crime’.

More information can be found at:

www.respectme.org.uk/bullying/prejudice-basedbullying

Bullying can be displayed, but not limited to, behaviours such as:

- physical abuse such as hitting, tripping or kicking;
- emotional and psychological abuse such as name calling, teasing, putting down or threatening;
- targeting someone because of who they are perceived to be or because of who they are;
- isolation and exclusion of others by ignoring, leaving out or spreading rumours;
- taking and damaging belongings;
- extortion and manipulation eg taking a young person's lunch money; and
- cyber bullying such as abusive texts, emails or instant messages.

6. Why is it Important to Respond to Bullying Behaviour?

Rights and Responsibilities

Bullying behaviour hurts and it is never acceptable. No one deserves to be at the receiving end of bullying behaviour. Everybody has the right to be treated with respect and to live free from harassment.

Responsibilities are just as important as rights. Adults have a responsibility to protect and safeguard young people from bullying behaviour. Similarly, young people also have responsibilities.

Unicef

- If it is every child's right to be protected from conflict, cruelty, exploitation and neglect then children also have a responsibility not to inflict bullying behaviour on others or harm each other.

The United Nations Convention on the Rights of the Child, Article 19

- Every pupil has the right to work and learn in an atmosphere that is free from victimisation and fear.

All those involved in bullying behaviour need to be supported.

Paisley Grammar School has a responsibility to respond promptly and effectively to any allegations of bullying.

7. Impact of Bullying Behaviour

Impact on the Individual

Being at the receiving end of bullying behaviour can have both long term and short effects on the individual, on their physical, emotional and/or mental health and wellbeing. This can be traumatic for the individual and therefore lead to a range of coping mechanisms and other reactive behaviour.

- Anticipation of bullying behaviour resulting in a heightened state of anxiety
- Deteriorating school attendance
- Eating Disorders
- No aspirations due to low self-esteem
- Self-Harm
- Depression
- Violence
- Suicide or suicidal thoughts
- Displaying bullying behaviours towards other pupils

Impact on Families

- Stress
- Anxiety
- Guilt
- Anticipation
- Strained relationships
- Helplessness
- Aggression in the household

Impact on Schools

- Relationship difficulties
- Negating positive ethos
- Problems with peers
- Lack of aspirations
- Poor attendance and truancy
- No regard for authority

Impact on Society

- Difficulties in the community
- Negative role models
- Negative messages in media
- Problems on social networking sites
- Violence and aggression
- Pressure on support services

All bullying behaviour can impact on the wellbeing of those affected. "The impact an incident has had on a child or young person is more important than whether it is classified as bullying." (Scottish Government, 2010)

8. Raising Awareness and Prevention

A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it all the more difficult for bullying behaviour to flourish or be tolerated.

It is the on-going aim of this strategy to reduce and eradicate bullying behaviour by:

- Raising awareness of bullying behaviour.
- Creating and supporting a culture of respect, care and consideration for others.
- Ensure that all staff, pupils, parents and carers are aware of school procedures and strategies on dealing with instances of bullying.
- Have built in monitoring and evaluation mechanisms to ensure that procedures are being consistently applied.

Prevention Strategies

Paisley Grammar School seeks to use a variety of methods to prevent bullying behaviour. These include:

- Challenging the idea that bullying behaviour is acceptable and part of growing up.
- Promoting strong positive behaviour messages.
- Raising awareness of bullying behaviour through Personal Support classes, assemblies, posters, leaflets, newsletters, pupil forum, pupil parliament, surveys and group discussion.
- Raising awareness of Child Rights through the UNCRC
- Good adult and prefect supervision.
- Partnership working with Agencies to challenge and educate pupils on social behaviour and the impact this can have on others.
- Providing training for our senior pupils to help monitor younger pupils.
- Supporting the development of our MVP and Mental Health ambassadors This involves the delivery of lessons across the school, and providing inputs on the by-stander effect.
- Further developing our Pupil Parliament in the school to help tackle bullying behaviour and promote positive relationships.
- Upholding and exemplifying the school core values.

Identification of Bullying Behaviour

The identification of bullying behaviour can be one of the biggest challenges. There is a need to create an atmosphere of openness and reporting. This can be done by:

- Personal Support classes where teachers regularly raise the issue.
- Completion of the wellbeing wheel regularly within Personal Support.
- Ensuring that pupils, staff, parents and carers know who to contact to report any instances of bullying behaviour: Teaching and non-teaching staff, Pupil Support Team and Depute Head Teachers,
- Challenging the notion of innocent, neutral bystanders.
- In-school campaigns tied in with **National Anti-Bullying Week**.
- Building positive relationships between staff and pupils.
- Continued support of the MVP initiative.

9. Possible Evidence of Bullying Behaviour

A young person may indicate by signs of behaviour that he or she is at the receiving end of bullying behaviour. Adults should be aware of these possible signs and they should investigate/report if a young person's behaviour changes or causes concern.

Spotting the signs

There are a number of signs that may indicate that a young person is experiencing bullying behaviour:

- The young person may become withdrawn.
- They may have scratches or bruises that can't really be explained.
- They don't want to go to school or are having problems with school work.
- They don't want to socialise with friends.
- Changes are made to their route to school or they insist on being dropped off.
- They complain of headaches, stomach aches and other pains.
- They are easily upset.

The list is by no means exhaustive and displaying some of these symptoms may not necessarily mean they are experiencing bullying behaviour. If you instinctively have concerns about a young person you should pass on these concerns to the relevant Pupil Support Teacher or Island Head.

Intervention

Intervention is concerned with the actions taken after a bullying issue has been identified. This should involve:

- Acknowledging the distress of those at the receiving end of bullying behaviour and reassuring them.
- Avoiding damaging labels of 'bully' and 'victim' which can lead to lowered self esteem and self fulfilling predictions regarding future behaviour.
- Confronting the bullying behaviour and agreeing strategies with both parties to how it can be resolved.
- Trying to resolve an issue with a restorative meeting.

10. Responsibilities for Staff, Adults, Children and Young People

It is the clear responsibility of managers, staff and parents to support, listen, respect and respond to the child or young person experiencing bullying behaviour.

Managers will:

- ensure adults create an ethos where children and young people have high expectations of themselves and others and have respectful relationships which are promoted and modelled by all;
- identify the needs of children and young people and provide a high level of support as appropriate using the GIRFEC/GIRFEL model;
- ensure that children and young people know how to report a bullying incident and are comfortable with the means of doing so;
- promote equality and fairness;
- ensure feedback is given to parents on the outcome of an investigation;
- ensure the implementation of Renfrewshire's policy on anti-bullying and ensure it is embedded in the practices of the educational establishment and setting;
- ensure staff understand their responsibility to prevent and respond to prejudice-based bullying;
- ensure staff have a clear understanding of their roles and responsibilities;
- identify a specific lead person/Respect for all co-ordinator;
- ensure that the procedure for recording and monitoring alleged bullying/bullying incidents is adhered to;
- follow up on alleged bullying/bullying incidents to ensure they have been successfully and appropriately dealt with;
- ensure that anti-bullying strategies are regularly reviewed and developed in partnership with the education establishment and setting;
- provide guidance on any restrictions on the use of personal mobiles and on appropriate and safe use of mobile technology for learning and teaching purposes; and
- provide appropriate professional learning opportunities to support all staff.

Staff (including the specific lead person/Respect for all co-ordinator) will:

- identify the needs of children and young people and provide a high level of support, as appropriate, using the GIRFEC model;
- contribute to a positive ethos where children and young people have high expectations of themselves and others and where respectful relationships are promoted and modelled;
- ensure that children and young people know how to report a bullying incident and are comfortable with the means of doing so;
- promote equality and fairness in their day to day practice;
- be aware of, implement and adhere to the principles of Renfrewshire's policy on anti-bullying and follow procedures for managing and dealing with bullying behaviour;
- be aware of and understand their responsibility to prevent and respond to prejudice-based bullying;
- be aware of their roles and responsibilities;
- ensure that the procedure for recording and monitoring alleged bullying/bullying incidents is adhered to;
- actively contribute to the regular review and development of anti-bullying strategies;
- be aware of guidance on any restrictions on use of personal mobiles and promote the appropriate and safe use of mobile technology for learning and teaching purposes; and
- be involved in appropriate professional learning opportunities.

NB. It is important that all staff, including janitors, catering staff, business support and additional support needs assistants are made aware of and adhere to the policy and procedures to ensure consistency of approach.

11. Guidance for Parents

Communication between the home and the establishment is crucial to ensure that no child or young person is unduly affected by bullying behaviour. The following signs and symptoms may suggest that a child or young person is being bullied:

- a child or young person who has been happy presents as losing interest and enthusiasm for school. This may be reflected in deterioration in school performance;
- unwillingness to attend school or educational setting or worrying about the route to and from the establishment setting, requesting parents drive or collect them;
- damage to or loss of personal property, for example mobile phones, clothes, books and bicycles;
- unexplained changes of mood. These will often occur before the restart of school, for example, at the end of the weekend or the end of holidays;
- frequent minor illnesses, especially headaches and stomach aches, difficulty in sleeping, not eating especially if they accompany the mood changes mentioned above;
- an increase in requests for money;
- unexplained cuts and bruises;
- recurrent nightmares and trouble sleeping;
- bed wetting (with younger children);
- increased time online; and weight loss.

NB. It is important to note that these signs do not necessarily mean that a child or young person is being bullied.

Any activities which lead to a sense of achievement will help build self-esteem and wellbeing. Parents can help to build up self-esteem in their children, by encouraging them to get involved in activities inside and outside of school.

Advice for parents whose child reports being subjected to bullying behaviour:

- remain calm, listen to your child and reassure them that they have done the right thing by telling you;
- reassure your child that the bullying behaviour is not their fault;
- explain that bullying is never acceptable and every child has a right to feel safe;
- allow your child to tell the story;
- sensitively ask questions to find out what exactly has been going on. It is important to establish if your child is actually being bullied or if they are having difficulties with friendships. Either way, your child will need support to resolve the issue but the approach adopted will depend on the situation;
- discuss possible courses of action with your child and what your child would like you to do for them;
- allow your child to have some sense of control over the actions to be taken;
- help your child identify strategies for dealing with any possible future incidents;
- advise your child to speak to an adult they trust or friend within the education establishment and setting;
- advise your child not to hit back. This does not solve the problem;
- reassure your child that the issue will be handled sensitively;
- arrange to meet the appropriate member of staff to discuss your concerns and clarify the strategies and support that can be used to deal with the situation;
- work in partnership with the staff. It is important to keep in contact with the education establishment or setting so that together you can monitor the effectiveness of the actions taken;
- ask for a copy of the Respect for all policy;
- take notes of any patterns of behaviour / incidents; and
- keep communicating with your child but balance the negative with positive.

12. Reporting, Responding and Recording of Incidents

Educational establishments and settings should promote a climate and ethos where children and young people feel safe and secure. They will provide friendly, confidential and safe ways for learners to report bullying behaviour.

Within Paisley Grammar school, children and young people are encouraged to report bullying by:

- re-enforcing the importance of reporting bullying they have witnessed, this is done through a number of subject areas;
- empowering individuals who have experienced or witnessed bullying behaviour to report these incidents;
- providing opportunities to communicate their concerns, e.g. confidential letters, surveys, wellbeing wheel, lunch time drop in;
- providing clear information of process and whom they can speak to; and
- providing an intermediary service e.g. trained older pupils.

All reported incidents must be investigated timeously. Delays in dealing with an incident should only occur when reported at the end of a school day. The recommended time to carry out a full investigation is 3 working days. Educational establishments and settings will use their professional judgement in deciding to contact parents. However, it is important children and young people are aware of the educational establishment and setting's intention and actions regarding parental involvement.

Responding

Responding to and resolving bullying behaviours requires a partnership approach, normally involving staff, children and young people, parents and partner organisations, where appropriate.

Staff are responsible for responding, overseeing and recording of bullying incidents using seemis and recording on the monitoring spreadsheet. The member of staff to whom the incident is first reported or who witnesses the incident should take the incident seriously and follow procedure.

A child, young person or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with and recorded lies with the lead person / anti-bullying co-ordinator and the island team

Staff must use their professional judgement in deciding on appropriate action to be taken depending on the impact on the children and young people involved.

Educational establishments and settings can offer support to children and young people affected by bullying by:

- creating a climate where children have high expectations for themselves and others and respect for one another;
- creating a climate where it is safe to be involved in reporting bullying incidents;
- reassuring them that they are not to blame;
- putting them at ease by sensitively questioning those involved to establish the facts;
- providing additional support, where appropriate;
- encouraging friendships and supportive peers;
- developing restorative practices; and
- creating systems for early identification of vulnerable children and young people.

Bullying behaviour can be changed by:

- using solution focused approaches;
- enabling children and young people to reflect upon their behaviour and the impact it has on others;
- helping children and young people communicate to manage conflict more effectively;
- where possible adopting a restorative approach to resolve the problem;
- setting achievable individual goals;
- where required, imposing an appropriate sanction;
- challenging all forms of prejudice-based bullying;
- where required, involving other agencies and services; and
- encouraging children and young people to be involved in discussions about bullying.

A restorative approach consists of asking the following key questions;

- What has happened?
- Why has this happened?
- Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?

Management approaches should include, but not be limited to:

- restorative meetings;
- mediation;
- counselling;
- peer support/mentoring;
- advocacy; and a facilitated apology.

Each incident should be reviewed after an agreed period of time. After this period of time, staff should endeavour to meet with all children or young people involved to reassess the situation and the relationship between them. The manner in which this review takes place will depend on the nature of the incident and age of those involved.

Support for children or young people affected by bullying behaviour is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and partner agency support can all play a vital role in ensuring there is no long term effect on a child and young person involved in bullying behaviour.

Recording

To ensure consistency of practice across all educational establishments and settings all incidents of alleged bullying/bullying should be recorded on seemis and on the school recording spreadsheet. When a member of staff has a concern about a bullying incident they should record this on seemis and this will be followed up by the island team.

13. Strategies

A variety of strategies/activities that can be applied as appropriate:

- Restorative practice
- Peer mediation
- Senior Supporter System
- Mentoring
- Health and Wellbeing programmes
- Assemblies
- Extra curricular activities

14. Conclusion

Bullying behaviour is never acceptable. It is not a normal part of growing up. It does not build character. Trust, acceptance, consistency and safety build character.

Staff, young people and parents/carers will be expected to:

- Demonstrate positive behaviour
- Role model 'Respect' effectively
- Listen and respond appropriately
- Uphold school values

15. Monitor and Review

Incidents of bullying behaviour are logged using seemis as guided by Renfrewshire Council. The school's Respect for all policy will be reviewed on an annual basis to ensure monitoring and reporting of progress.

16. Legal Position to Anti-bullying Behaviour

Whilst the aims and objectives of this policy should not necessitate the use of formal legal measures, depending on the facts and circumstances, including the severity of the behaviour, remedies of a formal legal nature, both civil and criminal, do exist.

Under Criminal Law these could include, but are not limited to, offences under the Communications Act 2003 in respect of the communication of offensive or indecent matters electronically for example by text message or email; the offence of racially aggravated harassment in terms of the Crime and Disorder Act 1998, and Breach of the Peace.

17. Help Organisations

ORGANISATION	CONTACT DETAILS
respectme	www.respectme.org.uk 0844 800 8600
Childline	0800 1111
KIDSCAPE Parents Helpline	www.kidscape.org.uk 0845 1 205 204
Bullying Online	www.bullying.co.uk
LGBT Youth Scotland	www.lbgtyouth.org.uk