

DUNCANRIG SECONDARY SCHOOL

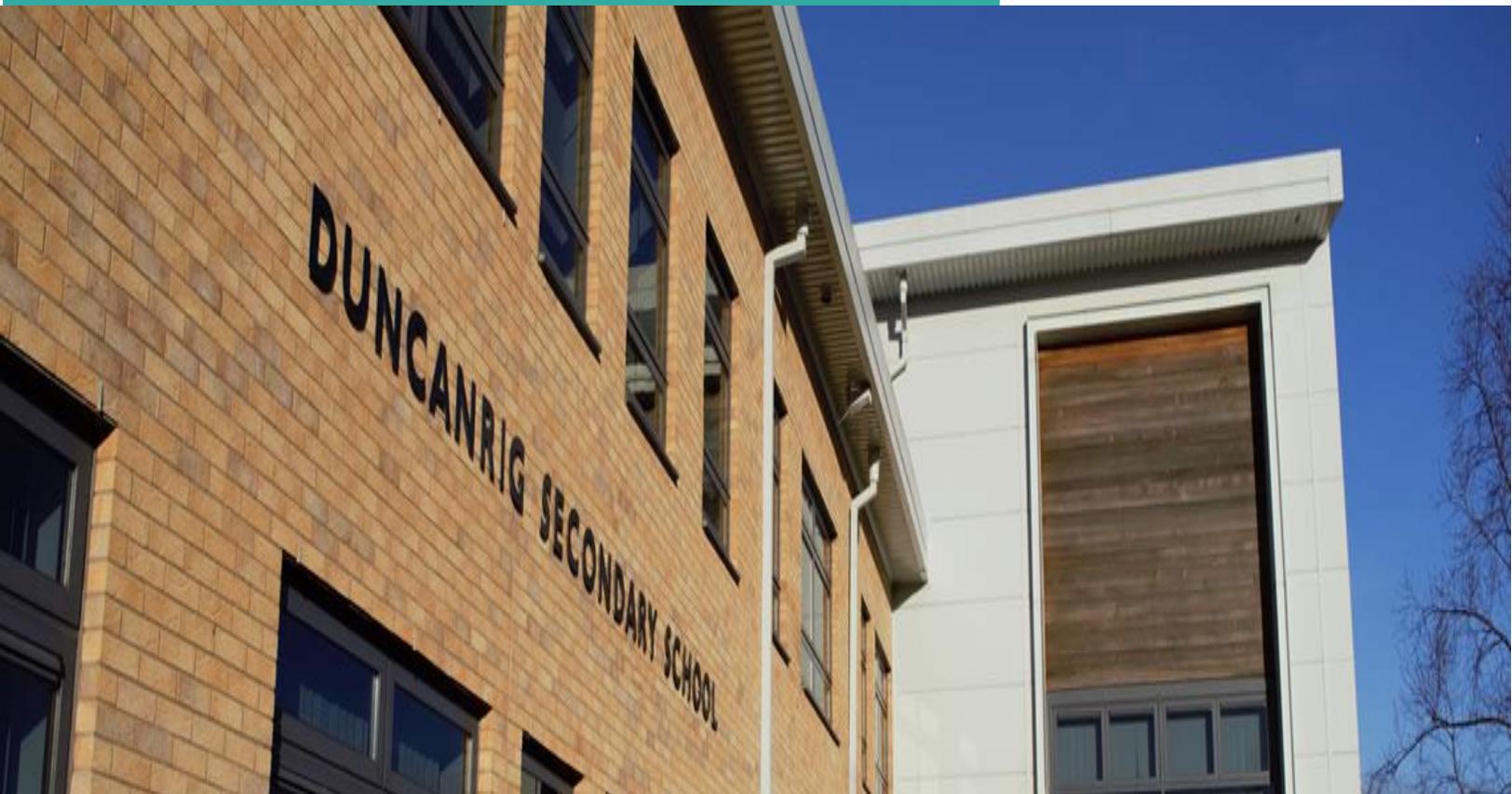
POSITIVITY

RESPECT

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ANTI-BULLYING POLICY 2019 SLC – TREAT ME WELL



VISION, VALUES AND AIMS

Our Vision

In Duncanrig we work together to build positive futures for all. Our school community is a place where learners develop respect for themselves, for those around them and for the school environment. Values are established and skills developed, allowing pupils to build their confidence, achieve their potential, contribute successfully to society and play an active part in shaping the future for themselves and others.

“Underpinning everything we do is the desire to raise attainment, provide opportunities for achievement and celebrate success.”



Our Values

Respect for self, respect for others, respect for our community, respect for the school environment. Contribute when and where you can – be **positive** and give all you can give. Show tolerance towards others and celebrate **diversity**. Don't settle for less than your best – be **determined** to be all you can be.

Our Aims

Working together, we encourage all pupils to become:

Successful Learners – who take responsibility for their own learning and self-development

Confident Individuals – who have a high self-esteem and value their own worth

Responsible Citizens – who show respect and care for each other and their community

Effective Contributors – who make a positive contribution to society

curriculum for excellence



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WHAT IS BULLYING

RespectMe 2019

“Bullying is both behaviour and impact; what someone does and the impact it has on a persons 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 and left out. This behaviour happens face to face and online.”



Bullying behaviour can include:

- Being called names, teased, put down or threatened face-to-face and/or online
- Being hit, tripped, pushed or kicked
- 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 phone
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- Being targeted because of who you are or who you are perceived to be (face-to-face and/or online)
- Prejudiced-based bullying 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

Children's Rights

Bullying is a breach of children's rights and it is vital that pupils, parents and staff are aware of this.

Duncarnig Secondary School is a Rights Respecting School and we aim to ensure the Anti-bullying Policy and Procedures are followed consistently to protect children's rights with regards to bullying.



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United Nations Convention on the Rights of the Child (UNRC)

There are 54 articles in the Convention, setting standards in healthcare, education, and legal, civil and social services, which cover four broad areas. These areas are:

- Survival rights
- Development rights
- Protection rights
- Participation rights

A right is a basic need, rather than an entitlement or expectation. Children need to be protected from bullying behaviour so that they can survive, develop and participate in a fulfilling life. Bullying is a breach of Children's Rights.

UNCRC explains how the impacts of bullying behaviour must be addressed in a way that meets the needs of those young people affected and involved. Adults share a responsibility to address any behaviour that can harm the development of children. More information about the UNCRC can be accessed at: <https://www.unicef.org.uk/>

The Equality Act 2010

This legislation states that it is unlawful to discriminate against people with a 'protected characteristic', such as:

- Age*
- Disability
- Gender reassignment
- Marriage and civil partnerships*
- Pregnancy and childbirth
- Race
- Religion and belief
- Sex
- Sexual orientation

(*Please note "age" and "marriage and civil partnerships" do not apply to learners in schools, but do apply for all adults in the school)

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 Me, 2015). Bullying involving issues such as; body image, young carers, looked after children or socio-economic groups is also associated with prejudice-based bullying. Prejudice based bullying will not be tolerated in any form by any pupil attending Duncanrig Secondary.

Sexual Orientation, Homophobic, Biphobic and Transphobic Bullying: Sexual orientation is a protected characteristic within the Equality Act 2010. Bullying based on sexual orientation is largely motivated by prejudice towards lesbian, gay or bisexual people. Homophobic bullying is when a young person's actual or perceived sexual orientation is used to exclude, threaten, hurt, or humiliate them. Any young person can be homophobically bullied, whether they are LGBT or not. Sometimes young people can be homophobically bullied because others think that they are LGBT, because they have LGBT family or friends or often because they are seen as different or not conforming to traditional gender stereotypes. Transgender children and young people can therefore also experience homophobic bullying. Homophobic language and jokes around the school can create a climate of homophobia; for example, the use of the word 'gay' to mean sub-standard or uncool. This type of language should therefore be addressed.

Gender Identity and Transphobic Bullying: The term 'gender reassignment' is a protected characteristic within the Equality Act 2010 and refers to those who propose to go through, are going through, or have gone through a process of gender re-assignment. The term 'transgender' is an umbrella term for those whose gender identity or expression differs in some way from the sex that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, neither or aspects of both. Gender reassignment is a protected characteristic. Transgender people face significant societal prejudice largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender children and young people can be particularly vulnerable to bullying. This can manifest in many ways including transphobic name calling or deliberately mis-gendering them. An individual may also experience transphobic bullying if someone is perceived to be transgender or someone they are associate with, is transgender, i.e a parent, relative or other significant figure.

For more information on the protected characteristics in the Equality Act 2010 as well as other characteristics which may lead to bullying that are not covered by the Equality Act 2010 click the following link: <https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/pages/5/>

OUR ANTI-BULLYING POLICY

This Anti-bullying Policy has been developed to highlight our zero-tolerance approach to bullying at Duncanrig Secondary School. Our aim is to maintain a respectful, equitable and inclusive culture and ethos. This policy will promote consistency in prevention, reporting and actioning bullying incidents.

All pupils within the school completed a survey in relation to bullying. Their views and experiences were collated to aid the development of this policy.

At Duncanrig Secondary School we expect all pupils to “Give all they can give” and all staff to provide the highest quality of learning and teaching to enhance the opportunities for our young people. This document will help to create an environment where pupils are:

- **Safe** - protected from abuse, neglect or harm
- **Healthy** - experiencing the highest standards of physical and mental health, and supported to make healthy safe choices
- **Achieving** - receiving support and guidance in their learning – boosting their skills, confidence and self-esteem
- **Nurtured** - having a nurturing and stimulating place to live and grow
- **Active** - offered opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future
- **Respected** - to be given a voice and involved in the decisions that affect their well-being
- **Responsible** - taking an active role within their schools and communities
- **Included** - receiving help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn



Other Documentation and Guidelines

This policy was written in accordance with:

- The South Lanarkshire Councils ‘Treat Me Well’ Anti-bullying Guidelines
- Respect Me Anti-bullying Guidelines – Scotland’s Anti-bullying Service
- The National “Respect for All” approach to Anti-bullying for Scotland’s Children and Young People
- United Nations Convention for the Rights of the Child, Articles 2, 12 and 19
- The Duncanrig Secondary School Charter
- The Duncanrig Secondary School Visions, Values and Aims
- The Equality Act 2010

ANTI-BULLYING INITIATIVES

Drop Box

The Drop Box will be placed in the school library allowing pupils to anonymously, if they wish, inform the Pupil Support Department of any bullying issues they have witnessed or have been victim of but do not feel comfortable discussing.

Health and Wellbeing (HWB) Ambassadors/Group

The Health and Wellbeing Ambassadors, led by Miss Daley, meet every Wednesday for “Wellbeing Wednesday” in B012 to offer support and advice to pupils that wish to speak to someone but do not feel comfortable discussing with a teacher.



Kara McLachlan Louise Hannah Emily Thomson Carlie Henderson



Eva Lawson Sophie Newberry Nicola McLellan Melissa Dempsey Cairns



Megan Mackessy Megan Macadle

Bullying Reporting System

All staff dealing with a bullying incident within Duncanrig Secondary School should follow the procedures highlighted in the next section of this policy.

Anti-Bullying Ambassadors

The Anti-bullying and HWB Ambassadors, School and House Captains are raising awareness on what bullying is and support available for every pupil at the school.



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RESPONSIBILITIES AND EXPECTATIONS OF ALL

All Pupils, Parents/Carers, Staff, Partners and Community have a duty to help prevent bullying.

All Staff

- are aware of the reporting and recording system in place within the school in responding to incidents of bullying behaviour
- promote an ethos and culture of praise and positive behaviour
- model positive relationships and positive behaviour
- encourage pupils to develop the necessary skills such as self-awareness and self-esteem, and develop coping strategies, assertiveness and resilience

Pupil Support

- ensure that pupils develop the necessary skills, such as self-awareness, self-esteem, avoidance and coping strategies, assertiveness and resilience, through the Curriculum for Excellence four capacities
- ensure that pupils are aware of their rights and responsibilities

Senior Leadership Team (SLT)

- create a safe, welcoming environment by being accessible and approachable
- create and maintain a climate of positive behaviour, inclusion, equality, shared responsibility and a sense of community in line with Promoting Positive Relationships and Understanding Distressed Behaviours
- ensure that pupils understand their responsibilities towards others in the creation of such an ethos and culture

Parents/Carers

- are advised to refer to Respectme's Bullying: A Guide for parents and carers
- adhere to this Anti-bullying Policy
- reinforce and model positive relationships and positive behaviour
- monitor your child's use of electronic devices, mobile technologies and social media, including setting parental controls and ensuring private settings are in place where appropriate

Pupils

- adhere to this Anti-bullying Policy
- be active in the design and promotion of anti-bullying procedures
- continue to develop self-awareness, resilience and know where to seek help
- contribute to creating a positive, friendly, welcoming ethos and develop strong relationships with peers
- celebrate differences rather than targeting those who are different
- use social media in a safe and responsible way with appropriate privacy settings
- be aware of the impact of your words/actions on others and seek ways to include all pupils
- build confidence, resilience, understanding and coping strategies for you and your peers
- maintain good relationships with others, if required seek help with this

ACTIONING A BULLYING INCIDENT

All Pupils, Parents/Carers, Staff, Partners and Community have a duty to act when a bullying allegation is made.

All Staff

- follow the Anti-bullying policy and procedures consistently across the school to monitor, record and evaluate bullying incidents
- promote and communicate clear procedures for dealing with incidents of bullying behaviour
- listen, learn, involve and resolve any bullying incidents
- reassure those who report bullying incidents of anonymity, safety and that it will be investigated
- reassure the pupils that you are listening and taking account of their views
- support the person(s) experiencing bullying behaviour and person(s) displaying bullying behaviour as the aim is to change behaviours positively

Pupil Support

- investigate all allegations of bullying incidents thoroughly by communicating with all pupils/witnesses involved
- use restorative practices to reach positive resolutions
- provide support to pupils affected by bullying behaviour incidents as well as pupils who are displaying bullying behaviours
- liaise with parents/carers where appropriate regarding bullying incidents
- monitor the recording of incidents in SEEMiS
- report racial incidents and incidents involving those with protected characteristics and record this in SEEMiS Racist Incidents

Senior Leadership Team (SLT)

- take appropriate action in cases of bullying incidents
- liaise with parents/carers and the local authority where appropriate regarding bullying incidents
- maintaining appropriate records in SEEMiS
- recording and reporting on cases of bullying incidents in line with SLC policies
- undertaking ongoing reflection and evaluation of school procedures to address bullying behaviour

Parents/Carers

- in the first instance, report any abuse to website providers, delete nasty or offensive messages and make sure your child unfriends or blocks abusers
- report any bullying incidents to the school and including if your child's behaviour if it affects others negatively
- be aware that there may be incidents which they may have to report to the police
- liaise with staff carrying out procedures for dealing with incidents of bullying, working in partnership to create a plan of support and appropriate strategies
- provide support to pupils affected by bullying behaviour incidents as well as pupils who are displaying bullying behaviours

Pupils

- report online abuse to an adult and/or the website providers, unfriend or block abusers if necessary
- "see it, report it": report any incidents of concern to your pupil support teacher
- work in partnership with staff, parents and relevant others to create a plan of support

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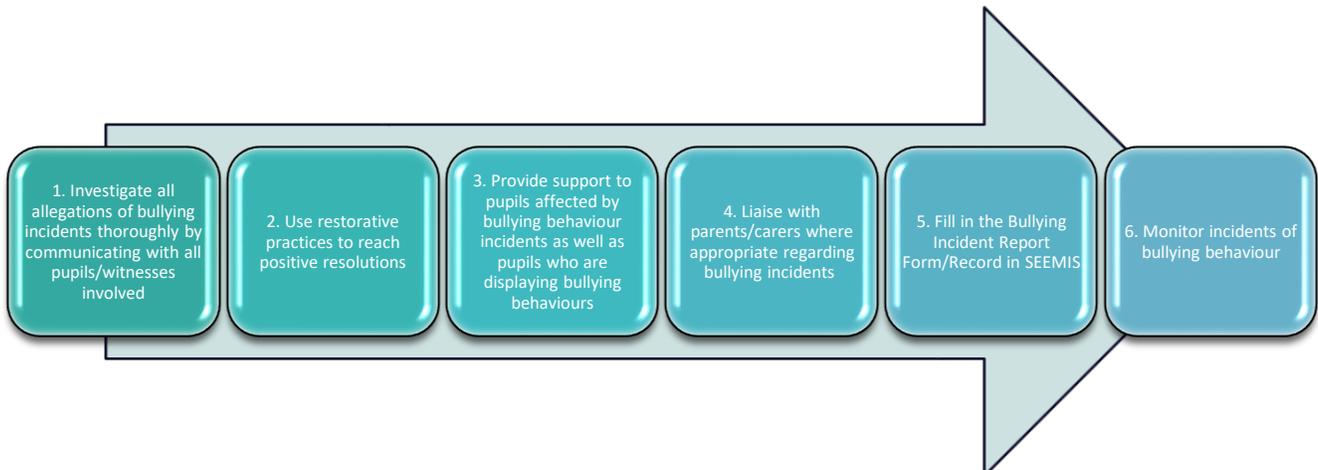
ACTIONING A BULLYING INCIDENT

When an incident of bullying is reported the following procedures should be followed.

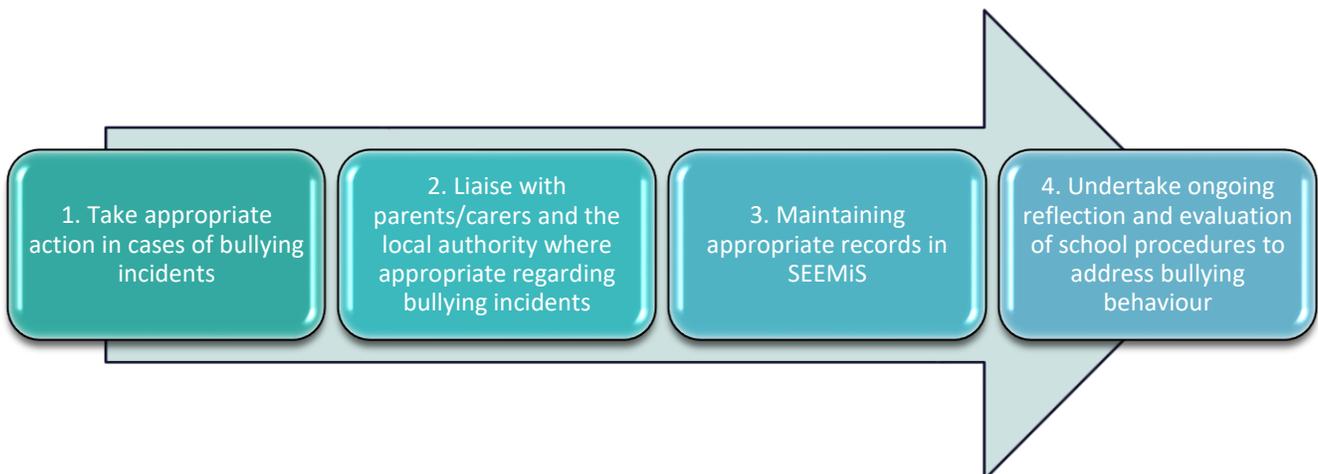
A Member of Staff will:



A Pupil Support Teacher will:



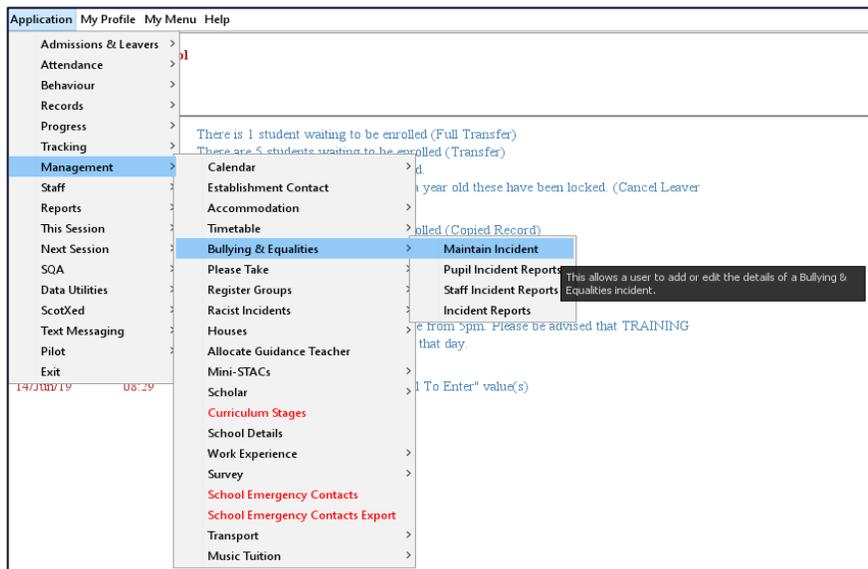
SLT will:



REPORTING AN INCIDENT ON SEEMIS

All staff dealing with a bullying incident within Duncanrig Secondary School should follow the procedures highlighted below. The procedures highlighted in this document are dynamic and may differ depending on the bullying incident. Most importantly concerns should always be documented by staff members and reported to the relevant pupil support teacher for actioning.

All bullying reports should be recorded electronically on SEEMIS, see below for instructions. The form should be used to highlight all details and action taken as a result of a full investigation.



The screenshot shows the SEEMIS form for reporting an incident. The 'Basic Info' section includes fields for 'Reported To', 'Addressed By', 'Incident Date' (14/06/2019), 'Incident Time' (<No Time>), 'Reported By', 'Incident Owner', and 'Incident Location'. The 'Alleged Incident' section is divided into two columns: 'Person(s) Experiencing' and 'Person(s) Displaying'. Each column has a table with columns for 'Forename', 'Surname', 'Age', and 'Stage'. Below each table are 'Add Pupil' and 'Remove Pupil' buttons. At the bottom of the form are 'New Incident', 'Save', and 'Cancel' buttons.

BULLYING INCIDENT REPORT FORM

This form should be completed and passed to the office for recording on SEEMIS.

Reported by	
Reported to	
Date of incident	Time of incident
Location of incident	Persons(s) involved
Alleged Incident	
Person(s) Experiencing: Person(s) Displaying:	
Reason for Bullying: Sexual/ASN/Disability/Other:	
Other Information	
Action Taken	

EVALUATION

This policy will be continually evaluated to ensure it is effective and reassure all stakeholders of the zero-tolerance approach to bullying within Duncanrig Secondary School.



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DUNCANRIG SECONDARY SCHOOL CHARTER

Duncanrig Secondary School Charter

STUDENTS EVERYONE ADULTS

To include everyone in what we do and to accept others as they are

To take an active part in the life of the school

To take opportunities to speak out, to share and to listen to others' opinions

To respect everyone's right to learn

To treat every person in the school building with courtesy and consideration

To treat other beliefs and ideas seriously and with sensitivity

To give everyone, regardless of ability an equal opportunity

To encourage learning which supports and challenges students

To create an environment where students are encouraged to share their opinions

To promote opportunities where individuality and diversity are welcomed



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