



ST MODAN'S HIGH SCHOOL

Preventing and Managing Bullying Behaviour

Information for Pupils and Parents

"Knowing what's right doesn't mean much unless you do what's right."
— Theodore Roosevelt

January 2015

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Introduction

Rationale

As a Catholic comprehensive high school, St Modan's is committed to the promotion of positive relationships and positive behaviour. At our school we believe that all children and young people have the right to an educational environment where they feel respected, safe and which is free from harassment and bullying.

This policy is implemented in partnership with the pupils and parents and is founded on the school's values of justice, compassion, integrity and wisdom. We actively promote the Gospel values and believe that we all have a responsibility to treat others as we would like to be treated.

In addition, at St Modan's, we take very seriously our role in promoting the rights of the child in line with the United Nations Convention on the Rights of the Child (UNCRC) which states that:

Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others' human rights and their own and other cultures. It should also help them learn to: live peacefully, protect the environment and respect other people. (Article 29 Goals of Education)

We regard bullying of any form as unacceptable. It is important that all members of our community are able to identify these types of behaviour and know how to tackle them.

Scope of the policy

Through this policy we recognise that there is a spectrum of behaviour which can cause hurt; from thoughtless teasing, to targeted and sustained attack, whether verbal, physical or through social media. Within this spectrum of hurtful behaviour there is a sub-set that can be defined as bullying behaviour. This policy outlines how we deal with behaviour that is defined as "bullying behaviour".

Definition of Bullying Behaviour

There are many definitions and theories about what constitutes bullying. For clarity we have taken our definition of bullying from what our pupil focus groups reported and from Scotland's anti-bullying service Respectme.

Bullying is a mixture of behaviours and impacts; behaviours that can impact on a person's capacity to feel in control of themselves. That 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, it strips a person of their capacity for agency.

The behaviour can include:

- Being called names, teased, put down or threatened
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you
- Receiving abusive messages, threats or comments on social media sites
- Behaviour which makes people feel like they are not in control of themselves
- Being targeted because of who you are or who you are perceived to be

This behaviour can harm people physically or emotionally and incidences of bullying behaviour can take place in person or on-line. Although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or fear of these behaviours.

Expectations

Responsibility of the School

- To promote, praise and reward positive behaviour
- To build and maintain a community in which everyone feels valued, respected and safe and where individual differences are appreciated, understood and accepted
- To promote a secure and happy, caring environment where kindness and helpfulness are expected and respected
- To provide a safe, supportive inclusive environment for all young people, including prevention of all forms of hurtful and bullying behaviours, as far as is reasonably practicable
- To build caring relationships and treat all members of our community with respect
- To encourage and support all staff to be responsible for addressing challenging behaviour
- To work with young people to encourage them to take responsibility for the impact of their behaviour and to repair harm done
- To inform all members of our community of the school's high expectations and how everyone can play a role in eradicating bullying

Responsibility of the Pupil

- To display positive behaviour towards all members of our community
- To act responsibly and treat others with respect; treat others as they would like to be treated
- To avoid any behaviour that could be defined as bullying behaviour through their actions, words and use of social media
- To participate fully in all activities that promote positive behaviour and raise awareness of what constitutes bullying behaviour
- To protect fellow members of our community by reporting bullying behaviour to a responsible adult
- To act as a role model and positive influence on peers

Responsibility of the Parent/Carer

- To support the school to build and maintain a community in which everyone feels valued, respected and safe and where individual differences are appreciated, understood, accepted and celebrated
- To work with young people to encourage them to take responsibility for the impact of their behaviour and to repair harm done
- To reinforce the school's high expectations and stress how everyone can play a role in eradicating bullying behaviour
- To encourage their child to report any incidents of bullying behaviour to a member of school staff (In most cases this would be the PSD teacher)
- To discourage their child from becoming involved in any behaviour (through their actions, words and use of social media) that could be defined as bullying
- To report any incidents of cyber-bullying to the appropriate authorities through the "CEOP Report Abuse" facility on most social network sites or to the police (Child Exploitation and On-line Protection Agency)

Prevention of Bullying Behaviour

We believe that if we work together as a community to encourage positive behaviour and promote the Gospel values that underpin the Catholic ethos of our school, we will create a caring environment where every individual feels respected and safe. Without a doubt prevention is always better than the cure, so we work tirelessly to ensure that all of our children and young people are protected from bullying behaviours before they take place. This involves all staff taking a pro-active approach to bullying prevention and challenging hurtful behaviour at the earliest opportunity.

Ongoing actions to prevent bullying behaviour include:

1. High profile teaching staff

Teachers meet pupils at the classroom door at the beginning of every lesson and dismiss them in an orderly manner to minimise opportunities for incidences of bullying behaviour.

2. Social times

- a. Lunchtimes are short (40 minutes) leaving sufficient time for eating lunch but less for mischief!
- b. There is a wide and varied programme of extra-curricular activities on everyday at lunchtime to keep pupils actively involved in the wider life of school.
- c. The Additional Support Needs Department and Autism Provision run supervised lunchtime sessions for any pupil who would benefit from more supported free-time.

3. Pupil Support and Development (PSD) Structure

Our PSD system ensures that each young person in our community meets with their PSD teacher daily. This is the central point of contact for every pupil and their parent/carer. Through this system, pupil issues can be dealt with swiftly and efficiently as we endeavour to avoid hurtful behaviour escalating and causing distress to any member of our community.

4. Health and Wellbeing- Responsibility of All

Health and Wellbeing (HWB) lessons and Religious Education lessons, repeatedly reinforce the Catholic ethos and Gospel values of our school and provide a clear message to pupils about our high expectations in every respect, including the message that bullying behaviour is not and never will be acceptable.

5. Year Group Assemblies

PTs PSD lead weekly assemblies on a number of topics including relationships, expectations and personal safety. Preventing bullying behaviour and on-line safety are topics that are explored through year group assemblies and special events like Police Scotland presentations on internet safety.

6. Peer Support System

Our senior students also play an active role in preventing hurtful and bullying behaviour through their actions as Buddies to S1 pupils. We offer a wide range of peer support through our seniors who are visible and on-hand to promote positive relationships and behaviour.

7. Role of the Pupil Council

The Pupil Council take an active role in improving relationships across the school. They harness and represent their classmates' views and opinions. They take their role in preventing and managing bullying behaviour very seriously. They have a sub-group that works specifically on promoting positive behaviour and this includes a focus on

anti-bullying. They have introduced an anonymous "Bully Box" where pupils can seek support or report a concern.

8. SMT Monitoring

Our SMT, which includes the Headteacher and the Depute Headteachers, monitor corridors, the school atrium and the school grounds at intervals and lunchtimes. In addition, the SMT meet and greet all pupils as they arrive to school in the bus-park and supervise pupils at the end of the school day as they board school buses. These actions provide us with regular opportunities to speak to our pupils and to nip issues in the bud before they escalate.

Parents and pupils are actively encouraged to discuss with the school any concerns they might have, no matter how trivial, about their child's wellbeing or education. As a community we aim to:

- Encourage pupils who experience bullying behaviour and witnesses to speak up with anonymity if necessary;
- Treat all incidents seriously, however trivial they may seem at first glance;
- Be alert to changes in behaviour, attitude and well-being, reporting these immediately to the appropriate member of the PSD/Senior Management Team.

Responding to Bullying Behaviour

Bullying is complex and is the relationship between hurtful behaviour and its impact on the other person. Bullying behaviour removes another person's agency and makes them feel helpless. To that end, staff dealing with alleged or actual incidents of bullying behaviour will use their professional judgement and accumulated experience to determine the strategy which they believe will work best to respond to the bullying behaviour. Staff recognise that every incident of bullying behaviour is different and therefore the response may vary.

The school response will be characterised by the following:

- Placing the child who is experiencing the bullying behaviour at the centre of the action and decision-making. Trying to give the pupil back their sense of agency is central; they should be allowed to feel some control again
- Concern and distress will be treated seriously – this involves listening without making a judgement
- The focus will be on getting the hurtful behaviour to stop and trying to ensure that it does not recur
- The details of incidents and agreed actions will be recorded
- Arrangements for review and follow up will be made

All Stirling Council establishments are encouraged to take a restorative approach when dealing with a concern unless there are circumstances which would make this inappropriate, for example, when this has already been attempted and the hurtful behaviour has continued, or immediate action is required to keep a child safe.

The procedures below provide a framework within which **most** cases will be dealt, though this might be amended, depending on the circumstances of a particular case and in the best interest of young people involved.

Actions

Any pupil in our community, who feels they have been affected by bullying behaviour, should report this to their PSD teacher as soon as they can. They can report an incident of bullying behaviour to any member of staff in the school at any time. However, in most cases the PSD teacher and PT PSD will be involved in supporting the pupils involved.

When bullying behaviour is witnessed by any member of our school community, this information should be passed to the nearest teacher. This member of staff should then intervene as appropriate to ensure the pupil is safe and free from harm. The details of the bullying behaviour should be passed to the PT PSD for the year group as soon as possible. PTs PSD and/or the pupil's PSD teacher will follow up on allegations or reports of bullying behaviour.

The PSD response may include some or all of the following:

• Talk with the pupil who has experienced the bullying behaviour

He or she will be treated sensitively and given the time and encouragement to talk, not just about the details of what has happened, but also about the impact. He or she should feel supported and confident that the information is being taken seriously. The PSD teacher will listen without making judgement and agree action with the young person.

- **Talk with the pupil displaying the bullying behaviour**

Although details of what has happened will be needed, it is important to focus on the feelings which are at the heart of the issue. The student needs to be encouraged to consider and understand how their behaviour impacts on others. It might be appropriate to talk about his or her personal relationships with others in general. Ultimately, the young person displaying the bullying behaviour will be required to come to an agreement about how to behave in the future towards other members of our school community.

- **Set up a support group**

In some cases, a small group of students who have been affected by bullying behaviour may be brought together and provided with ongoing practical and moral support. This is useful in cases which prove difficult to resolve, perhaps because of the longevity of the problem. Members of this group will be encouraged to be solution-focused and activities will focus on building resilience and regaining a sense of agency. Programmes like the FRIENDS course can be used in these situations.

- **Use a Restorative Approach**

A restorative meeting may be set up with both pupils involved in an incident. This type of meeting is facilitated by an experienced member of staff. This is a useful strategy in some cases, but not all. If a pupil acknowledges that their behaviour is of a bullying nature then, they can gain a better insight into the hurt he or she has caused by entering into a restorative conversation. It can also help create a new relationship. These meetings will never be imposed upon a pupil who is not ready and pressure will not be put on them if they are nervous or worried about a face-to-face meeting with another pupil. A restorative meeting should end with an agreed set of actions/behaviours aimed at bringing an end to the bullying behaviour, regaining agency and restoring relationships.

- **Inform parents**

Unless it is thought necessary, parents will not be directly involved in handling the problem. Experience suggests that most incidents can be more rapidly solved between the pupils themselves. In most cases, a member of the PSD team would discuss incidents of bullying behaviour with parents/carers. However, there are occasions when this is not in the best interest of the child and PSD staff would respect the child's rights and wishes.

- **Conduct Follow-up discussion**

When an incident of bullying behaviour has been investigated, the incident and agreed actions will be noted in the pupils' Pastoral Notes. In most cases, follow up discussion or meetings will involve both parties. This meeting may be arranged, to confirm that the problem has been solved. Where it has not been solved, further work will be done. The parents of either or both sides may be involved at this stage.

- **Complete Documentation**

A record will be kept by the teacher responsible for handling the case and appropriate notes entered into the pupils' Pastoral Notes.

- **Specialist Support**

There may be a situation when a PT PSD feels it is appropriate to access specialist support for a pupils to deal with the impact of bullying behaviour or support to develop better relationships and improve their interactions with others. Support could be accessed through a

referral to the Educational Psychologist, School Counsellor, Integrated Support Worker from the SEBN service, School Nurse or an outside agency like Positive Changes. In some cases, an issue of bullying behaviour in school could relate to more serious concerns outside school and could result in a meeting being set up in school to include other agencies like Social Work, Health or the Police.

Sanctions

The individual being accused of bullying behaviour needs the opportunity to acknowledge the problem, to understand the impact of their behaviour and the distress caused, and to recognise their ability to change this type of behaviour. Where a pupil is genuinely remorseful, and shows signs of having gained insight, an apology to the pupil affected together with a promise about future behaviour may suffice. Our under-pinning values of forgiveness and respect for all, will impact on how we deal with each individual case.

However, sanctions will be imposed where they are thought to be necessary and appropriate. This may involve a pupil being supervised during intervals or lunchtimes, removal from school excursions, loss of computer access at social times in school or parents/carers being invited into school and agreed action taken at home, eg removal of ICT equipment if the issue is related to cyberbullying. However, in order to ensure the safety of all members of our community, exclusion from school may be considered after previous attempts at resolution have been thoroughly explored without success or where the severity of the incident warrants such action. The principal motive for exclusion will be the protection of the school community and the safety of pupils. If this happens, the school will follow the exclusion procedures as set out by Stirling Council.

There may also be cases where the school or the parent/carer feel that the bullying behaviour should be referred to the police. Violence or threat of violence, in person or on-line, can have serious implications that involve legal action being taken.

However, we recognise that a young person being accused of bullying behaviour may already have a sense of alienation and anxiety, so sanctions imposed must aim to support the young person to adopt better forms of behaviour. Ultimately our aim is to stop the bullying behaviour, build relationships and give all involved the respect and support they require.

Recording of Incidents

The school will keep a record of concerns raised and action taken, normally in a child's Pastoral Notes.

All Stirling Council establishments are instructed to record prejudice-based incidents on a Prejudice-based Incident Monitoring Form. This will be completed and returned to Stirling Council Education Department, where the school has concluded that there has been an intent to bully or harass on the grounds of race, gender, socio-economic discrimination, pregnancy/maternity, disability, religion, belief, sexual orientation, or transgender status. (This is in-line with Stirling Council's guidelines on dealing with Prejudice-based Incidents.)

Appendices

- St Modan's HS Preventing and Managing Bullying Flowchart
- St Modan's ASN Visual Symbols Poster
- Stirling Council Prejudice-based Incident Reporting Form

References

Websites consulted:

<http://www.respectme.org.uk>

<http://www.sces.uk.com/excellent-catholic-schools-2>

<http://www.sccyp.org.uk/rights/uncrarticles>

<http://www.unicef.org.uk>

<http://www.childline.org.uk/Explore/Bullying/Pages/Bullying.aspx>

<http://www.ceop.police.uk>

<http://www.friendsforlife.org.nz>

Documents consulted:

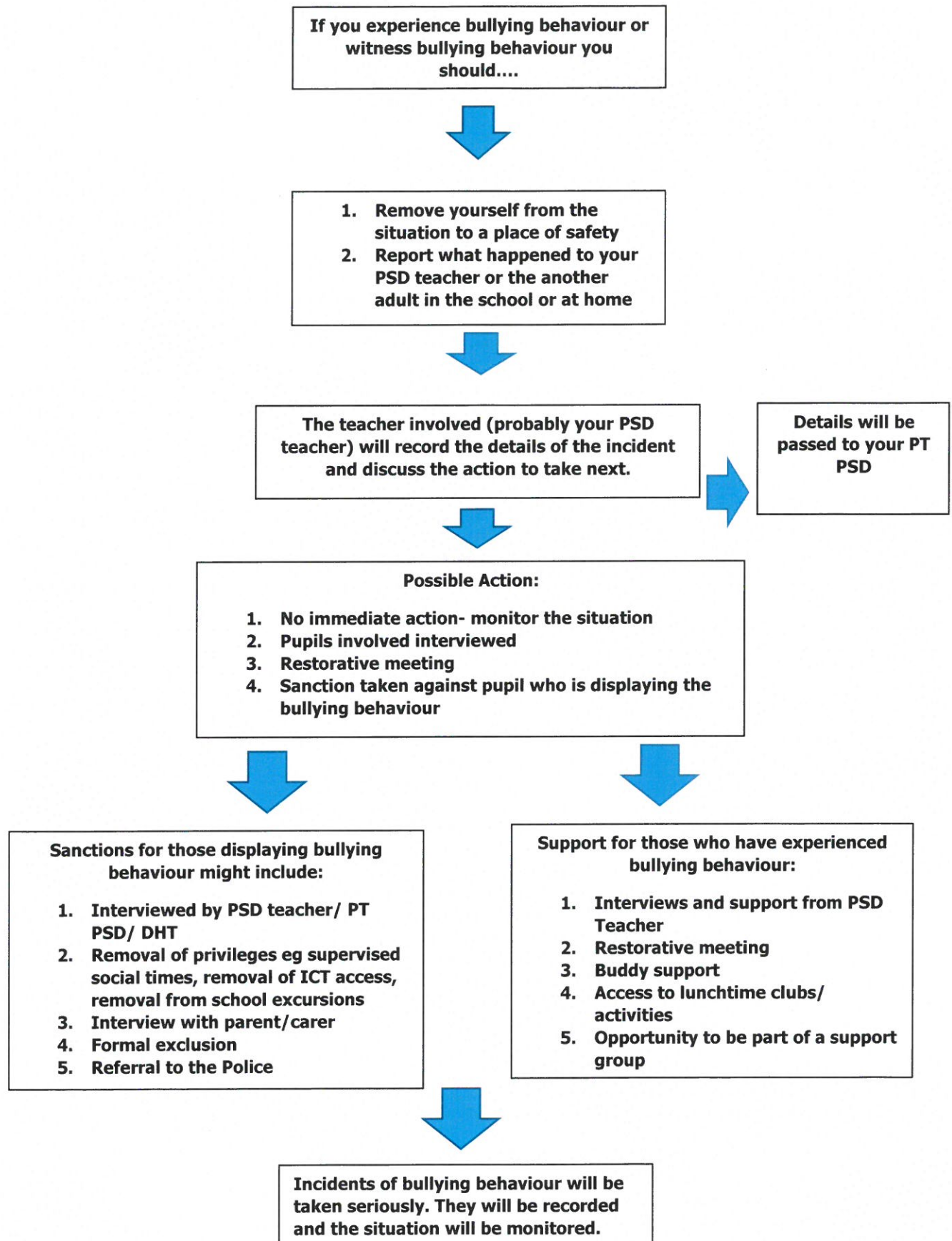
- Positive Relationships: Positive Behaviour
Stirling Council Education Department
- A National Approach to Anti-Bullying for Scotland's Children and Young People
The Scottish Government 2010
- Better Relationships, Better Learning, Better Behaviour
The Scottish Government 2012

Groups consulted:

- Pupil Council 2014/15
- Pupil Focus Groups S1 to S6
- Parent Forum
- Parent Council
- All St Modan's High School Staff



Preventing and Managing Bullying Behaviour



Remember to always treat others as you would like to be treated.



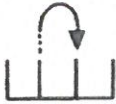
How to Stop Bullying!



1. Find a **safe place** to go to.
2. **Speak** to an **adult** you **trust** about what has happened.



Your **teacher** may **write** some **notes**, and will **speak to you** about what happens next.

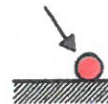
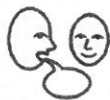


What Happens Next?

1. **No action**, but **teachers** will **watch**.



2. The **teachers** will **talk** to the **bully**, and the **people** who were **there**.

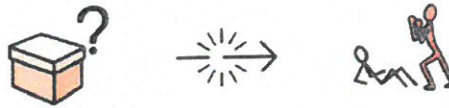


3. A **teacher** will **meet** with **you**.



4. The **Bully** will be **in trouble**.





What will happen to the Bully?

1. The **bully** will **meet** their **year head**.



2. **No breaks** with friends, **no computers**, and **no trips**.



3. The **bully's parents/carers** will **meet** with the **school**.



4. The **bully** will be **sent home**.



5. The **police** might **talk** to the **bully**.

What might happen to the person who is bullied?



1. **Talk to** teachers or **head of year**.



2. **Teachers** will meet **you** to **help**.



3. A **buddy** will **help you**.



4. **You** can **go to clubs** or **groups in school**.



PREJUDICE BASED INCIDENT REPORTING AND MONITORING FORM

developed by Clackmannanshire, Falkirk and Stirling Councils' Education Services for use in education establishments in accordance with the Equality Act 2010 and with the MAHR Strategy to which the Councils are signatories.

1 Name of Establishment:	Date:	Time of Incident(s):	Location(s):
Complainant(s):	Reported by (if different):		
Reported to:	Did this form part of a pattern? Yes/No		

2 Person(s) involved (including complainants):

<i>Use initials only to protect confidentiality</i>	Age	Stage/Year	Gender M/F	Ethnic Origin	Disability Y/N	No. of previous concerns recorded

3 Nature of Concern/Incident: (Please tick all boxes that apply):

- | | |
|--|---|
| <input type="checkbox"/> Written or electronic | <input type="checkbox"/> Property (e.g. graffiti, fire raising) |
| <input checked="" type="checkbox"/> Verbal | <input type="checkbox"/> Social/mental (e.g. isolation) |
| <input type="checkbox"/> Physical or sexual | <input type="checkbox"/> Incitement (including discriminatory insignia, racist, sectarian or discriminatory literature) |

Please indicate level of impact on the complainant on a scale of 1 – 4, with 4 the highest level of impact (this ranking is optional):

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
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4 Does anyone involved in the incident, including the complainant, believe that the unwanted behaviour was motivated by any of the following? (Please tick all that apply)*

- | | | | | | | | |
|------------|-------------------------------------|--------------------|--------------------------|-------------------------------|--------------------------|---------------------|--------------------------|
| Race | <input checked="" type="checkbox"/> | Gender | <input type="checkbox"/> | Socio-economic Discrimination | <input type="checkbox"/> | Pregnancy/Maternity | <input type="checkbox"/> |
| Disability | <input type="checkbox"/> | Sexual Orientation | <input type="checkbox"/> | Religion/Belief | <input type="checkbox"/> | Transgender Status | <input type="checkbox"/> |

***Please provide further information if required**

LL felt that the boys were making fun of her based on her ethnic origin. She complained that they were using a derogatory phrase.

5 Action Plan put in place to address the concerns reported
(Please provide information in all the boxes that apply)

Name <i>Use initials only to protect confidentiality</i>	Individual support	Formal sanction	Restorative meeting	Circle/group/class discussion	Parents contacted	Other agencies involved

6 Additional information

7 Parental involvement
(Include extent of involvement and endorsement of action taken/planned)

8 Details of planned follow up/review

9 Please indicate any support or advice requested from Education Service

This report completed by: _____ Date: _____

10 Education Service Action

Reviewed by: _____ (Education Service) Date: _____