2024-25 v3

Speyside High School
Anti-Bullying Policy
Parents, Carers & Young People

Healthy
Respectful
Responsible
Achieving
Ambitious
Dedicated

Anti-Bullying Policy for Speyside High School:

(Reviewed and updated November 2024)

Created using; 'Respect for All: National Approach to Anti-Bullying' (Update 2024), 'The Children and Young People (Scotland) Act' (2014), the 'Respectme; Scotland's Anti-Bullying Agency' website, and 'Building Better Relationships, Anti-Bullying Guidance, Moray' and the interconnected considerations of GIRFEC, UNCRC, and The Equalities Act.

Speyside High School's Anti-Bullying Policy Statement:

Moray Council sets out that 'bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up.' Moray Council is committed to providing a safe, supportive environment for all people in its educational establishments.

At Speyside High School, we recognise that bullying is never acceptable and young people have the right to learn in a safe and secure environment. This is underpinned by our vision, which is 'Happy, Healthy and High Achieving' and our values, which are 'Ambitious, Respectful, Responsible and Creative'.

Moray Council recognises that it is every child's right not to be bullied and we must all ensure that children and young people are protected from bullying behaviour in order that they feel good about themselves, their health and wellbeing is nurtured and supported and they are given the chance to achieve all they can in life. (Building Better Relationships Anti-Bullying Guidance, Moray)

Bullying is also a breach of the United Nations Convention on the Rights of the Child (UNCRC).

Each of us have a right to learn, teach, and work in a safe and secure environment. To this end, our school will remain committed to positive relationships founded on fairness, respect, equality, and inclusion.

Definition of Bullying:

In Scotland, bullying is defined as:

"Bullying is face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in. The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out." (Respect for All – Update 2024)

"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." (Respect for All - 2017)

"To address the years of unfavourable treatment experienced by some groups, 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 and sexual orientation."
(https://respectme.org.uk/bullying/prejudice-based-bullying/)

Prejudice-based bullying includes the protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for many other reasons. This can include factors such as additional support needs, age, asylum seekers and refugees, body image and physical appearance, socio-economic standing, intersectionality, Gypsy/travelling communities, care experienced young people, sectarianism, or young carers, could all be behind prejudicial/hate crime bullying. (https://respectme.org.uk/bullying/prejudice-based-bullying/)

What do we mean by bullying behaviour?

Bullying behaviour can harm people physically and/or emotionally. Although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being called names, teased, put down or threatened face to face/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)
- Increasing the reach and impact of bullying or prejudice through the recruitment and/or involvement of a wider group.

'Respect for All - Update 2024'
The above is not an exhaustive list.

Labelling

Labelling children and young people as 'bullies' or 'victims' can be disempowering and unhelpful in changing behaviour or supporting recovery from being bullied. Labelling an

action as bullying is a more effective way of motivating a young person to change their bullying behaviour.

Online bullying

Online bullying is a form of bullying. The internet is a place, and like any social setting it has the potential to become an opportunity for bullying behaviour to take place. It is never acceptable. Online and social media bullying should be reported to the police and where possible to the social media platform by the child or young person or the parent/carer. Speyside High School will not investigate online bullying, however will offer supports, particularly if it is having a direct impact on the young person's attendance, attainment and/or health and wellbeing in school.

With regards online bullying, parents and carers told us "The police should be informed. There is no place for cyber bullying" and "Home deals first and informs school."

We asked the young people at SHS and they stated "It is parental and carers responsibility but there should be helpful, free and accessible resources for all those involved."

Within the technologies aspect of a Curriculum for Excellence and in line with the Scottish Government National Action Plan on Internet Safety for Children and Young People (April 2017), we will develop digital literacy which will educate young people in becoming cyber resilient, and support them to use the internet safely. We will also support parents/carers in playing a key role in helping their child learn how to use and navigate social media and the internet safely and responsibly. (Building Better Relationships, Anti-Bullying Guidance, Moray). From August 2025, all Moray Council schools will operate a 'no mobile phone' policy unless the young person is exempt.

Speyside High School's Expectations:

In order for relationships across our school to be positive, we have the following expectations within our community:

Young People

We asked the young people at SHS about bullying and they identified "be respectful to everyone" as a way to model positive relationships.

- Treat everyone with respect and not engage in bullying behaviour
- Be aware of anti-bullying policies and practices
- Where safe and appropriate, challenge bullying behaviour
- Share concerns with peers/trusted adults either in person or through the SHS support QR Code (Please see Appendix 'A') or SHS Support Form (Please see Appendix 'B')
- Work collaboratively to help ensure bullying cannot thrive
- Please see Appendix 'C' - Children and Young People Process Map

Parents

We asked SHS parents and carers about bullying. Parents and carers told us: "Speak to your kids. Have time to listen, notice when they are struggling" and "Parents/carers need to accept responsibility and make valid attempts to ensure their children are supported and encouraged to reflect and mature."

- Listen and take young people seriously
- Be aware of anti-bullying policies and practice in the school, and in any clubs/groups attended by their child or young person (http://speysidehighschool.net/)
- Share concerns about their child as early as possible with the appropriate teacher/coach/group leader (in the school context, this will most likely be the Principal Teacher Guidance) (Fiddich - Fiddich.guidance@moray-edunet.gov.uk , Livet - Livet.guidance@moray-edunet.gov.uk , Rinnes - Rinnes.guidance@moray-edunet.gov.uk)
- Address their young person's behaviour when it affects others negatively
- Act as positive role models to establish open positive and supportive relationships
- Promote positive respectful relationships
- Manage their young person's use of electronic devices, mobile technologies and social media, including setting parental controls, ensuring privacy settings are in place, and adhering to age guidelines
- In the first instance, report any online abuse to website providers and/or the Police, delete nasty or offensive messages and make sure their child unfriends or blocks anyone potentially perpetrating the abuse
- Work collaboratively to help ensure bullying cannot thrive
- Where possible, engage through the appropriate school forums to contribute to, and learn about, anti-bullying practice (https://respectme.org.uk/training/webinar-lets-talk-about-bullying/)
- Parents should be understanding of both work that may be on-going in the school, the time it may take to effect change, and also accept the limitations for the school
- Be aware that actions taken by the school cannot be shared in detail with anyone other than the parents of that child
- Please see 'Appendix D' - Parent/Carer Process Map

Staff

We asked SHS staff about bullying. Staff shared: "The class teacher is responsible for any bullying that may take place in their classroom and for referring this on" and "Call it out and depending on young person, handle discreetly/encourage discussion. An attempt should be made to fix the issue in the class in the first instance then report on to guidance in case it's part of a bigger picture."

- Understand both local and organisational anti-bullying policy and procedures (http://www.moray.gov.uk/downloads/file145783.pdf, https://respectme.org.uk/training/anti-bullying-learning-academy/)

- Be aware of the values and principles of *Respect for All* and act in accordance with them in terms of preventing and responding to bullying behaviour (https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/)
- Act in accordance with the relevant professional standards and codes of conduct
- Act as positive role models to establish open positive and supportive relationships
- Treat people with respect
- Challenge inappropriate behaviour throughout the school community
- Listen and take children and young people seriously
- Engage with parent(s) in a timely manner and keep them informed as and when appropriate
- Share concerns appropriately within school and seek support where appropriate – communication with the Guidance Teacher in the first instance
- Take action to promote equality and diversity and children's rights
- Work collaboratively to help ensure bullying cannot thrive

Approaches to prevent bullying:

Bullying takes place in the context of relationships. Promoting respectful relationships, repairing relationships where appropriate and ensuring we respond to all forms of prejudice will help create an environment where bullying cannot thrive.

There are a range of strategies and programmes being used throughout Scotland that can improve relationships and behaviour, promote equality and challenge inequality, and develop emotional wellbeing to help prevent and address bullying.

These focus on:

- Recognising and realising Children's Rights https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf
- Restorative Approaches https://education.gov.scot/parentzone/additional-support/specific-support-needs/social-and-emotional-factors/restorative-approaches/#:~:text=Restorative%20approaches%20are%20built%20on,harm%20caused%20in%20a%20situation.
- Creating inclusive and supportive learning environments https://education.gov.scot/about-education-scotland/what-we-do/embedding-inclusion-wellbeing-and-equality/
- Solution Oriented Approaches https://blogs.glowscotland.org.uk/my/public/alves/uploads/sites/5203/2024/03/22102402/SO-Parent-Leaflet-Simplified-Final.pdf
- Nurturing Approaches http://www.moray.gov.uk/downloads/file149016.pdf
- Mentoring and peer support
- Curriculum for Excellence https://education.gov.scot/curriculum-for-excellence/
- Circle https://education.gov.scot/resources/circle-resource-to-support-inclusive-learning-and-collaborative-working-secondary/#:~:text=CIRCLE%20resource%20to%20support%20Inclusive%20Learning%20and%20Collaborative%20Working%20(Secondary),-Published%2012%2F03&text=The%20CIRCLE%20resources%20were%20developed,and%20City%20of%20Edinburgh%20Council.
- Emotion Coaching http://www.moray.gov.uk/moray_standard/page_115557.html
- Trauma Informed Approaches https://www.gov.scot/publications/trauma-informed-practice-toolkit-scotland/pages/4/

These areas support our school's vision and values and the approaches we are embedding in order to create a safe and secure environment where bullying type behaviour cannot thrive.

Alongside this, we will maintain prominence for this topic through posters, PSE lessons, assemblies, check-ins, and SHS Support QR code, and staff training opportunities.

Responding to Bullying:

Each bullying incident should be reviewed individually, and a number of different practices may be adopted before finding one that is effective. The approach we use in Scotland means that our responses are rooted in, and clearly reflect, the Scotland values of fairness, respect, equality and inclusion.

As bullying is a combination of behaviour and impact, these should both be addressed accordingly.

Pupils who report incidents of bullying must be listened to and involved in the steps towards a positive solution to the problem. Therefore, when responding to incidents or accusations of bullying the approach should be to ask:

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

Research tells us that the most successful interventions are embedded within a positive ethos and culture with children and young people using a wide range of coping strategies.

A person who has been bullied may not feel in control of their life and may not feel free to exercise choice. By supporting children and young people to make choices, this helps restore their sense of agency; develop their resilience and establish positive relationship approaches that they will need for the rest of their lives.

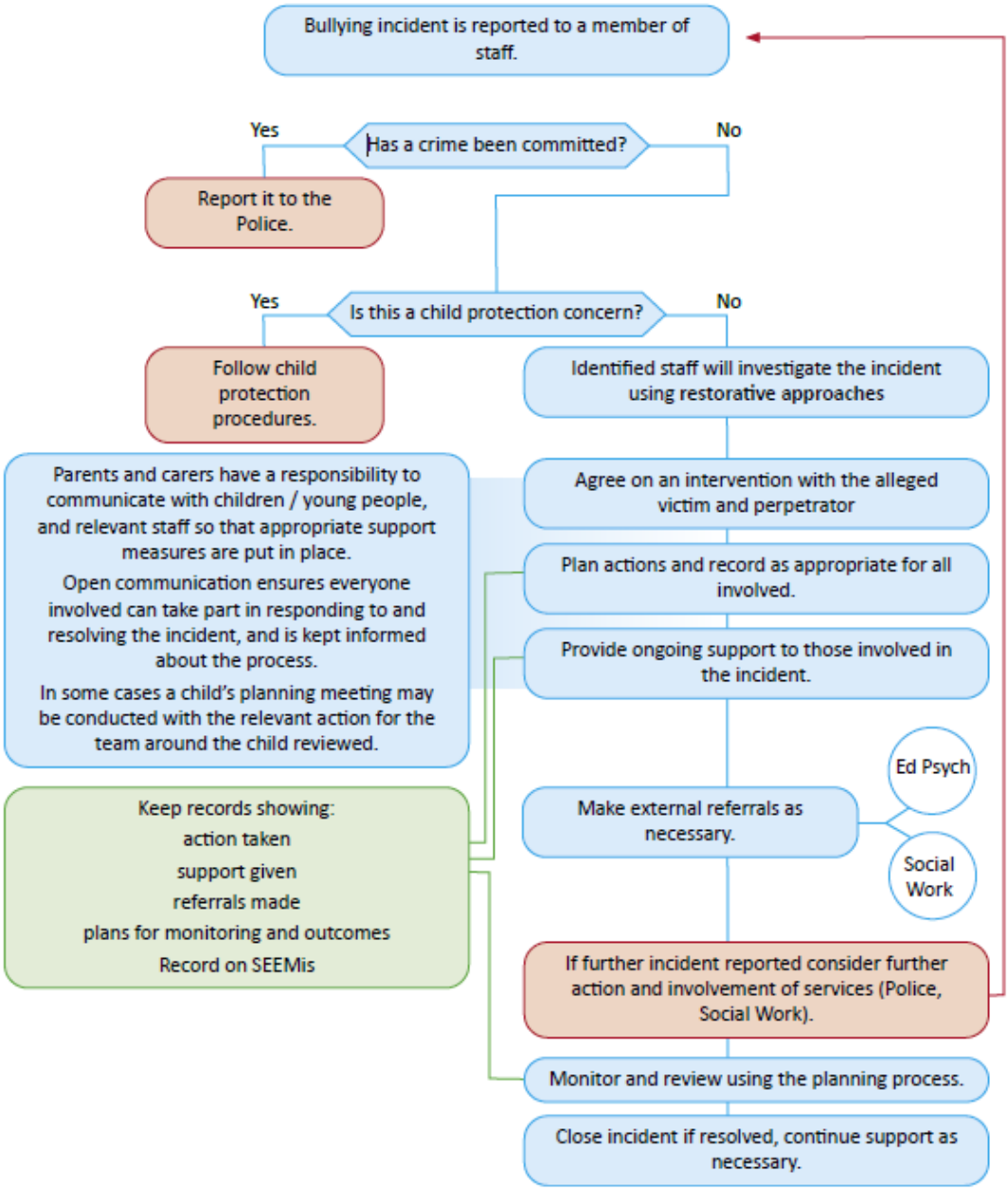
Children and young people who are exhibiting bullying behaviour will also need help and support. This may be to:

- Identify the feelings that cause them to act this way
- Develop alternative ways of responding to these feelings
- Understand the impact of their behaviour on other people
- Repair relationships

The array of strategies which may be employed to support the positive resolution of a problem is impossible to define given the individuality of each incident. That said, in addition to the wider principles of embedding a positive relationships, restorative and solution orientated approaches and positive role modelling, processes will be put in place to gather information and collect witness statements, change seating plans, additional support needs, peer support, peer mediation, peer mentoring, befriending, zones of regulation, use of 'The Hub', counselling, where appropriate.

FLOWCHART 1 (Staff)

Procedures to be completed following an allegation of bullying.



Ultimately, our objective will be to support all pupils involved, to resolve incidents of bullying proactively, using a respectful, proportionate and holistic approach which takes account of the impact of the incident, as well as any underlying prejudice or other negative attitude.

The information, findings, actions and outcome, will all be recorded for future reference should a further concern arise.

Recording and monitoring bullying incidents:

Our recording systems include information on:

- The children and young people involved, as well as staff or other adults
- Where and when bullying has taken place
- The type of bullying experienced, e.g. name-calling, rumours, threats etc.
- Any underlying prejudice including details of any protected characteristic(s)
- Consideration of personal or additional support needs and wellbeing concerns
- Actions taken including a review of the situation and views of the parent/young person

Approaches to monitoring and recording should also take into consideration children and young people rights outlined in the UNCRC including:

Article 12:
Children and Young People have the right to an opinion and for it to be listened to and taken seriously

Article 16:
Children and Young People have the right to a private life

The existing SEEMIS system, which includes a 'Bullying and Equalities' module, will be used as an appropriate tool for recording and monitoring purposes. Accurate recording of bullying incidents ensures that an appropriate response has taken place.

Review

We will monitor the effectiveness of our policy and practice, and review and update this policy on a regular basis (ideally at three yearly intervals however, this can be adjusted if circumstances suggest anything differently).

Appendix 'A'
Speyside High Support QR Code

Speyside High Support

Worried about the way people treat you or others? Worried about telling someone about it?

Why not use the Speyside High Support QR code to report your concerns . Fill in the form and support will be explored and offered to everyone involved in a sensitive way.

Appendix 'B'
Speyside High Support Form

Speyside High Support

Name:_____ Surname:_____

Year: _____ House Group:_____

Which Wellbeing Indicator (s) are you concerned about?

☐ Safe ☐ Active

☐ Healthy ☐ Responsible

☐ Achieving ☐ Respected

Nurtured ☐ Included ☐

What is your concern?

Who would you like to talk to?

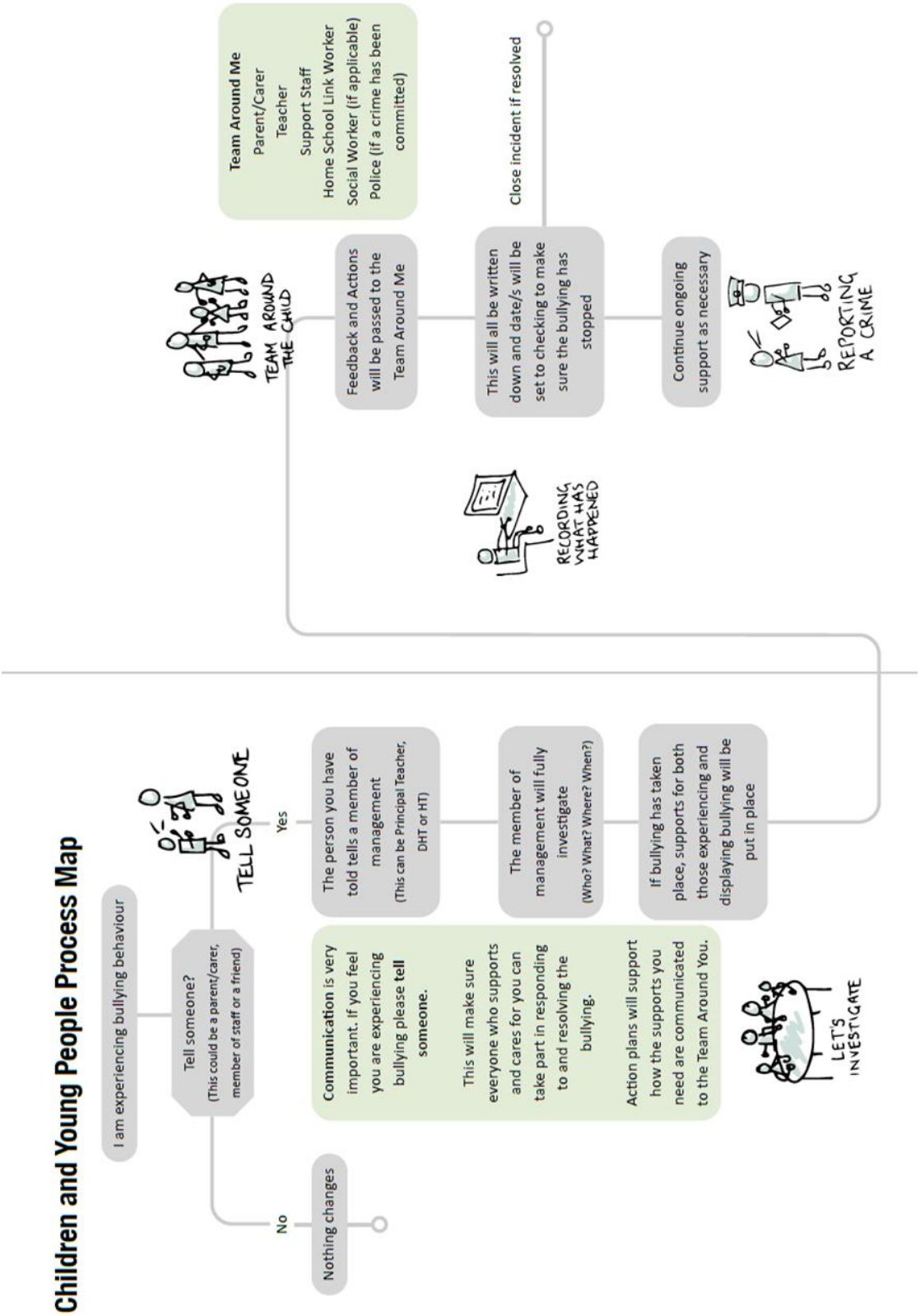
☐ Guidance Teacher ☐ Other

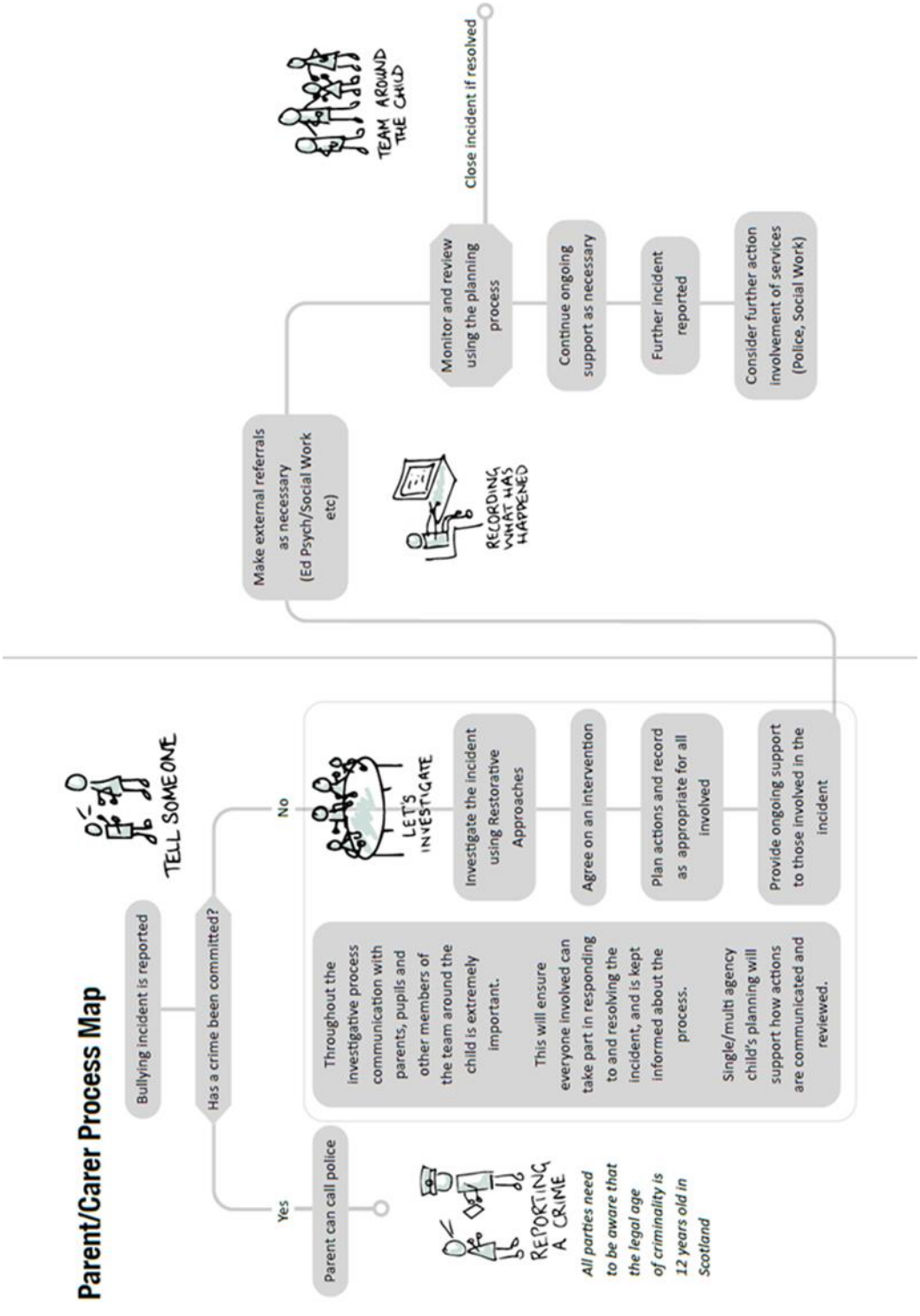
If 'other', who would you like to talk to?

_____

Appendix 'C'

Children and Young People Process Map



Appendix 'D'

Parent/Carer Process Map