



**Anti-bullying Policy**

All young people at Bannerman High School have an entitlement “to work (and play) in a learning environment in which they feel valued, respected and safe and free from all forms of abuse, bullying or discrimination”. (A Standard for Pupil Support in Glasgow Schools). Our approach to anti-bullying and respect for all is guided by ‘Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People’, and is in line with Glasgow City Council Policies.

Our school values are, “Respect, Responsibility, Ambition” which are displayed around the school and pupils are reminded of the characteristics of each of these expectations. As a Silver Rights Respecting School, our philosophy is underpinned by the values and principles of the United Nation’s Convention on the Rights of the Child (UNCRC).

This entitlement is in accordance with achieving the key outcomes for Scotland’s young people i.e. that they should be safe, nurtured, healthy, achieving, active, respected, responsible and included as well as with the principle of a Curriculum for Excellence in supporting the development of the four capacities i.e. successful learners, confident individuals, responsible citizens and effective contributors.

**What do we mean by bullying?**

Bullying is both behaviour and impact; the impact is on a person’s 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 can harm people physically or emotionally and, 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:

**Verbal:** as in name calling or making abusive comments.

**Social:** Ignoring or excluding another pupil.

**Written: On Line and Social Media;** for example, on paper, graffiti on walls, sent by text, sent by email or sent via social networking sites or online gaming platforms (including images).

**Material:** as when possessions are stolen or damaged, or extortion takes place.

**Psychological:** as when pressure to conform is applied

**Physical:** as in physical assault which can include being hit, tripped, pushed or kicked.

**Prejudice-based bullying**

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia or transphobia( targeting people who identify as lesbian, gay, bisexual, transgender or perceived to be), 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. For example, prejudice arising from socio-economic background or a child or young person’s appearance.

The Equality Act (2010) creates a duty on public bodies, including schools, to have due regard to the need to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; to foster good relations between people who share a relevant protected characteristic and those who do not.1 The nine protected characteristics are; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

1 The Scottish Government (2017), Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People.

**Role of Pupils**

Pupils should always report unacceptable behaviour to staff or to their parent or carer. Members of staff could include; their tutor teacher, their class teacher, their Principal Teacher of Pupil Support, their Head of Year or any member of teaching or non-teaching staff. At this point a Bullying and Equalities Incident form will be opened on seemis and an investigation will begin. They should expect action to be taken by school staff to ensure that the situation is resolved. Pupils have a right to be protected from bullying behaviour in school and in turn have a duty of care towards all other in our school community. Everyone should feel safe and respected.

This includes raising concerns with staff on behalf of other pupils and supporting pupils who are experiencing unacceptable behaviour.

**Role of Teaching and Non-Teaching Staff**

All staff, teaching and non-teaching, play a vital role in ensuring that our school is a friendly, nurturing, inclusive and supportive environment. Staff should be aware of the warning signs of bullying behaviour and alert Pupil Support Staff or Year Heads to any suspicions. Training on restorative and relational practice is provided regularly to all staff and further training from respectme is also available.

Staff should be ready to listen to a young person’s concerns, supporting them and encouraging them to talk openly regarding what is making them unhappy. It is important to note that a guarantee of confidentiality cannot be given to a young person.

**Role of Pupil Support Staff**

When Pupil Support staff are alerted to instances of bullying behaviour they should, open a Bullying and Equalities form and act promptly to gather as much information as possible. This information will inform decisions and actions. Resolution and mediation strategies will be employed by Pupil Support staff where appropriate. The resolution will be recorded on the form which is centrally recorded on seemis and accessible by senior staff and Glasgow City Council. Pupil views are also recorded and pupil support staff will monitor the situation and check in with the pupil experiencing or perceiving bullying behaviour.

Through our Personal and Social Education Programme, Pupil Support staff and PSE tutors will raise awareness of our anti-bullying policy and encourage young people to use PSE classes as a forum to talk about issues which are a concern to them as learners.

Pupil Support staff should provide support to both those young people experiencing bullying behaviour and those young people exhibiting bullying behaviour. This is through a variety of supports including the school councillor or the MATEs Team. Where appropriate, concerns may be raised by Pupil Support / DHT staff within the forum of the Learning Community Joint Support Team.

**Role of Parents, Carers and Guardians**

Parents/Carers/Guardians should inform their child’s Pupil Support teacher if they are concerned that their child is experiencing bullying behaviour. Parents should fully co-operate with school staff and work in partnership to support their child. This should also apply to instances where their child is exhibiting bullying behaviour.

Parents/Carers/Guardians should be kept fully informed and updated regarding action taken by the school staff to resolve the concern/incident.

When appropriate, we seek to link with outside agencies to provide additional support as required. For example pupils who experience homophobic/biphobic and transphobic bullying can receive further information and support from LGBT Youth Scotland (link is on our website and displayed on posters around the school).

Further resources can be found at the following website:

https://respectme.org.uk/anti-bullying-practice/ways-to-respond/