



ST ALOYSIUS' COLLEGE

Anti-bullying Policy

Key Contact Personnel

Staff responsible for the policy: Safeguarding Team - Isabelle Erskine, Emma Sharp, Ryan Ferrie

Named Governor with lead responsibility for safeguarding: Dr Isabelle Cullen

Date written: (June 2020)

Date of next review: (June 2021)

This policy was created in consultation with parents, pupils and staff during 2019/2020 session

This policy will be reviewed annually, and following any concerns and/or updates to national/local guidance or procedures

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1. Purpose & Principles of the Policy

The purpose of the policy is to provide guidance for all members of the College community on the processes and procedures that should be followed both to prevent and to address bullying behaviour.

“Jesuit schools should be places where people are believed in, honoured and cared for; where natural talents and creative abilities are recognised and celebrated; where individual contributions and accomplishments are appreciated; where everyone is treated fairly and justly; where sacrifice on behalf of the economically poor, the socially deprived, and the educationally disadvantaged is commonplace; where each of us finds the challenge, encouragement and support we need to reach our fullest individual potential for excellence; where we help one another and work together with enthusiasm and generosity, attempting to model concretely in work and action the ideals we uphold.”

(Ignatian Pedagogy n.37)



This Pedagogy underpins the Jesuit Pupil Profile (JPP) which serves as our model for all who belong to the College community. It is a challenging statement of qualities we seek to develop in all our pupils at the College. This policy outlines our clear commitment to developing men and women for others for the greater glory of God and the common good.

The virtues displayed on the JPP complement the Scottish Government's *Respect for All* (2017) values of:

- Fairness
- Respect
- Equality
- Inclusion

The following principles underpin this College Policy:

- The Christian ethos of care and respect for the individual will be promoted and reinforced by all members of the College community
- Every child and young person at the College will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults
- Children and young people, their parents/carers and all College staff will have the skills and resilience to prevent and/or respond to bullying appropriately
- Every child and young person who requires help will know how to access it
- All staff working with children and young people will follow a consistent and coherent approach in preventing and dealing with bullying from Kindergarten to S6.

2. Legal Framework

Key legislation and guidance, including the UN Convention on the Rights of the Child (UNCRC) and Getting it Right for Every Child (GIRFEC) which is enshrined in the Children and Young People (Scotland) Act 2014 support this policy.

3. What is Bullying?

“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”.
(respectme, 2015)

Bullying involves the imbalance of power, and it is personal to the individual child or young person. It causes distress, either mental or physical, to others by hurting them with words or actions, or by making them feel embarrassed, excluded or threatened.

The College expects that bystanders do not condone this behaviour and would encourage them to speak to their parent/carer, a member of staff or a trusted adult.

There is no single type of behaviour that defines bullying; it comes in many different forms. It can range from a single incident to something more frequent. It should be recognised that a single incident can have serious consequences when talking about bullying behaviour.

Bullying can take the form of:

PHYSICAL - Behaviour can include hitting, kicking, tripping, pushing or stealing/damaging the property of another person

VERBAL - Behaviour such as teasing, putting down, threatening or name-calling (face-to-face and/or online)

EXCLUDING - Leaving out or spreading rumours which may harm someone’s reputation and/or cause humiliation (face-to-face and/or online)

CYBERBULLYING - Sending abusive messages, pictures or images on social media, on-line gaming platforms or phone

INTIMIDATING - Exploiting someone in a way that makes them feel like they are not in control of themselves or their lives (face-to-face and/or online)

INCITEMENT - Encouraging others to behave in a bullying way or displaying discriminatory behaviour (face-to-face and/or online)

PREJUDICE-BASED BULLYING - Targeting someone for who they are or who you perceive them to be; it can be based on characteristics unique to a child’s or young person’s identity or circumstance. These differences include, but are not limited to, the protected characteristics covered by the Equality Act 2010. The Act supports progress on equality, particularly in relation to nine Protected Characteristics, which are:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Although prejudice-based bullying includes the Protected Characteristics, prejudice can and does extend beyond these and can lead to bullying for a variety of reasons. In addition to this list covered by the Equality Act 2010, there are additional characteristics that may lead to bullying that are not covered by the Act, for example:

- **Additional Support Needs**
- **Asylum seekers and refugees**
- **Body image and physical appearance**
- **Gypsy/Travellers**
- **Care-experienced children and young people**
- **Young carers**
- **Socio-economic prejudice**

Full definitions of all prejudice-based bullying can be found in **Appendix 1: Definitions of Prejudice-based Bullying**.

4. Roles & Responsibilities

Responsibilities of the College Governors:

- to ensure the Leadership Team have robust policies and procedures in place to deal effectively with all allegations of bullying
- to ensure the Leadership Team keep accurate records of all incidents of bullying and report to the Governors on request about the effectiveness of the College anti-bullying strategies
- to be aware of national legislation related to children and young people in Scotland

Responsibilities of the Head Teacher and the Leadership Team:

- to promote positive respectful relationships, equality and diversity and children's rights
- to ensure that the Anti-bullying Policy is implemented across the College community
- to provide training and professional development opportunities for all staff at the College
- to engage with relevant external agencies e.g. *respectme* and NSPCC
- to ensure bullying is a standard item on the agenda at all Safeguarding Committee meetings
- to annually audit the Bullying Incidents Log
- to ensure all staff respond, promptly and appropriately to all alleged incidents of bullying according to College guidelines
- to ensure pupils, parents and staff are provided with the information on how to raise a concern

Responsibilities of all staff:

- to establish open, positive, supportive relationships across the College community, where all children and young people will feel that they are listened to and treated fairly and with respect
- to promote equality, diversity and the children's rights
- to implement the College's Anti-bullying Policy and procedures
- to challenge any discriminatory behaviours, attitudes and language
- to report all incidents of alleged bullying behaviour to the appropriate Senior Leader
- to work collaboratively to help ensure bullying cannot thrive

Responsibilities of designated pastoral staff:

- to listen to and take children and young people seriously
- to record all alleged bullying incidents
- to investigate using the procedures outlined in this policy
- to deal with incidents of bullying using a respectful, fair and proportionate approach which takes account of the impact of the incident
- to engage with parents/carers
- to share concerns and seek advice from the Leadership Team where appropriate

Responsibilities of pupils:

- to treat others with respect
- to be aware of the Anti-bullying Policy and procedures
- to speak with a trusted adult if they feel unsafe or have been mistreated
- to work with staff and other pupils to ensure bullying cannot thrive
- to report any incidents of bullying behaviour that they witness to a member of staff, parent/carers or trusted adult
- to behave in a respectful way when using technology to communicate with peers and staff

Responsibilities of parents/carers:

- to listen and take children and young people seriously
- to promote positive respectful relationships
- to be aware of the Anti-bullying Policy and practices within the College
- to share concerns about their child as early as possible with the appropriate member of pastoral staff
- to work together with the school to resolve any issues

Responsibilities of all members of the College Community:

All members of the College community have a responsibility to report to the designated staff any concerns that they have regarding bullying. Please see below for the appropriate contacts.

5. Contacts

Year Group	Designated Pastoral Staff	Email
Kindergarten to Primary 3	Mrs Karen Brown, (Depute Early Years)	KBrown@stalloysius.org
Primary 4 to Primary 7	Miss Emma Sharp (Depute, Pastoral JS)	ESharp@stalloysius.org
S1	Mrs Gail Hartshorne, Head of First Year	GHartshorne@stalloysius.org
S2	Mr Graeme Smith, Head of Second Year	GSmith@stalloysius.org
S3	Mrs Lizzie Sturrock, Head of Third Year	LSturrock@stalloysius.org
S4	Mrs Jennifer Conroy, Head of Fourth Year	JConroy@stalloysius.org
S5	Mrs Rosie Piggot, Head of Fifth Year	RPiggot@stalloysius.org
S6	Ms Elizabeth Lawrie, Head of Sixth Year	ELawrie@stalloysius.org
All Senior School	Mr Ryan Ferrie, Assistant Head, Pastoral	RFerrie@stalloysius.org

Please see **Appendix 2** for guidance for parents/carers, staff and pupils who are concerned about a possible bullying incident.

6. Preventing Bullying

“Bullying takes place in the context of relationships.” *Respect for All* (2017)

As part of our ongoing commitment to the safety and wellbeing of our children and young people, we have developed strategies to foster positive relationships and prevent bullying. For example:

- JPP is used to educate the College Community on our Jesuit values
- All staff contribute in creating an inclusive and supportive learning environment
- All pupils participate in Personal, Social and Health Education (PSHE) curriculum
- The College engages with external agencies e.g. Show Racism the Red Card, I Am Me ambassadors programme and *respectme* (2015), (Scotland’s Anti-bullying Service)
- An extensive pastoral care support which includes designated staff with responsibility to support pupils

7. Responding to Bullying Allegations

Responding - All reported incidents of alleged bullying will be investigated using the Bullying Investigation Form see **Appendix 3**. All pupils, parents/carers and staff should be confident that the pastoral staff will respond to alleged bullying incidents in a fair, compassionate and equitable manner. It is understood in these circumstances, confidentiality is important for all children, young people and families. Please see **Appendix 4** for how pastoral staff will respond to bullying allegations.

8. Monitoring

Monitoring bullying incidents allows us to identify recurring patterns which will inform preventative work in the College and assist in the development of policy. This information will be discussed by staff in professional development sessions.

This policy will be reviewed every 3 years. However, this may be sooner if there has been any major organisational, cultural or legislative change.

APPENDIX 1 Definitions of Prejudice-based Bullying

The following definitions are taken from *Respect for All* (2017), the national guidelines.

Marriage/Civil Partnership: Marriage and civil partnership is a protected characteristic. Whilst it is unlikely that a school-aged pupil will be in a same sex marriage or civil partnership and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination, for example, if the child or young person is associated with someone (parent, sibling, etc.) who is in a same sex marriage or civil partnership or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

Racism and Race: Race is a protected characteristic. Children and young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.

Religion or Belief: Religion or belief is a protected characteristic. Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying. People who have a religion or belief as well as those who do not, are protected under the Equality Act 2010.

Sectarianism: Most people understandably associate sectarianism with religion, which is a protected characteristic. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out for sectarian abuse – whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.

Sexism and Gender: Sex, sexual orientation and gender reassignment are all protected characteristics. Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour – suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve using terms for people who are gay and

lesbian as a negative towards a person's masculinity or femininity. Sexism and gender stereotypes feed into homophobia, biphobia and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who are perceived not to conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can lead to bullying because of the prejudice towards their perceived difference.

Socio-economic Prejudice: Bullying due to socio-economic status can take place in any community. Small differences in perceived family income/family living arrangements/ social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings, clothing, etc can become widespread through those considering themselves to be in the dominant socioeconomic group. Bullying of children who endure parental substance misuse can also be prevalent.

Young Carers: The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Are you being bullied or do you suspect someone else is?

APPENDIX 2

GUIDANCE FOR PUPILS, STAFF AND PARENTS/CARERS WHO ARE CONCERNED ABOUT A POSSIBLE BULLYING INCIDENT

**PHYSICAL
VERBAL
EXCLUDING
CYBERBULLYING
INTIMIDATING
INCITEMENT
PREJUDICE**

Here's what to do next

Remember, you are not alone – it is important to tell someone

A. Guidance for staff

Have you witnessed any type of mis-treatment of a pupil?

You must report it as soon as possible to the designated pastoral staff (see page 8 of this policy for contacts).

If a pupil discloses to you that they are being bullied:

- Listen to the pupil
- Take concerns seriously
- Encourage pupil to keep any screenshots of harmful content
- Explain to the pupil that the allegation will be reported to the appropriate pastoral staff
- Reassure the pupil that they will be listened to and supported through the next steps

Contact the appropriate pastoral staff

B. Guidance for parent/carer

Are you concerned that your child is being mis-treated?

- Listen to your child
- Take concerns seriously
- Keep any screenshots of harmful content
- Explain to your child why this must be reported to the College
- Reassure your child that they will be supported through the next steps
- Contact the appropriate pastoral staff

C. Guidance for pupils*

Are you being mis-treated or have you witnessed another pupil being mis-treated?

- Please speak to a trusted adult immediately e.g. parent/teacher/Head of Year/ Depute
- They will listen to you and take your concerns seriously
- Keep any screenshots of harmful content

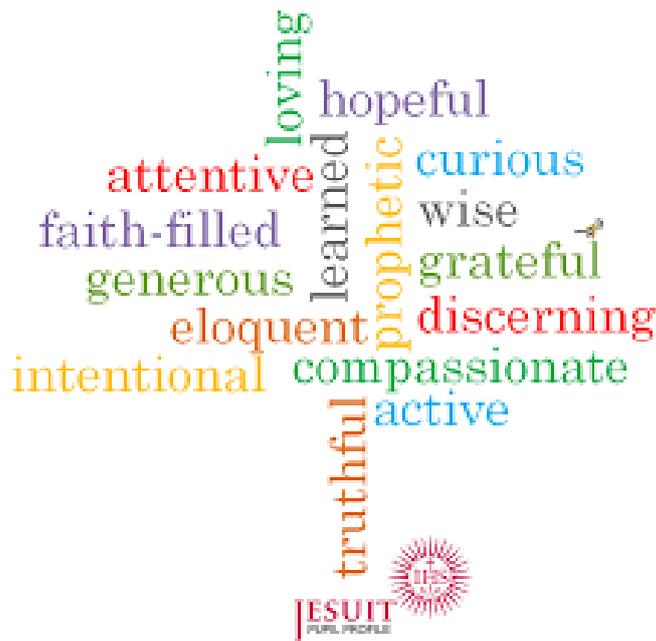
* Please note that pupil guidance will be distributed in a pupil friendly format

Bullying Investigation Form

Incident Form for Investigating, Recording and Reporting allegations of Bullying of children and young people.

Completed by	Date
Signed off by RF/IE/ES/KB	Date

This form must be submitted to Senior School & Junior School upon completion. It will be stored safely and should be entered in to the Bullying Log.



Date:	Time of Incident:	Place of incident:
Reported to:	Reported by:	
	Investigated by:	

The Alleged Incident

		Age / Year Group	Gender
Name of young person(s) displaying alleged bullying/discriminatory behaviour:			
Name of young person experiencing alleged bullying/discriminatory behaviour:			

Type/Nature of Alleged Incident

Please select from the checklist below:

- PHYSICAL** - Behaviour can include hitting, kicking, tripping, pushing or stealing/damaging the property of another person
- VERBAL** - Behaviour such as teasing, putting down, threatening or name-calling (face-to-face and/or online)
- EXCLUDING** - Leaving out or spreading rumours which may harm someone's reputation and/or cause humiliation (face-to-face and/or online)
- CYBERBULLYING** - Sending abusive messages, pictures or images on social media, on-line gaming platforms or phone
- INTIMIDATING** - Exploiting someone in a way that makes them feel like they are not in control of themselves or their lives (face-to-face and/or online)
- INCITEMENT** - Encouraging others to behave in a bullying way or displaying discriminatory behaviour (face-to-face and/or online)

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- Body image and physical appearance**
- Gypsy/Travellers**
- Care-experienced children and young people**
- Young carers**
- Socio-economic prejudice**

Please use the following checklist to provide details of the situation:

PEOPLE	Who is involved in the incident(s) being reported; did anyone witness this behaviour
IMPACT	The feelings, emotions, and wellbeing of the person experiencing bullying behaviour
BEHAVIOUR	The nature of the behaviour (could this incident invoke Violent Incidents in Learning settings or Child Protection Guidelines to replace or run in addition to this approach or is it of a criminal nature?)
NATURE	The nature of the bullying behaviour (could this incident invoke Violent Incidents in Learning Settings or Child Protection Guidelines to replace or run in addition to this approach?)
PLACE	Where did the incident(s) take place?
DATE, TIME and DETAILS	When did the incident(s) take place?
ACTION TAKEN	Details of any action taken by ALL staff members dealing with any incidents

Details of the situation:

Action Progressed

Interview with any witnesses/bystanders:

Conclusion of investigation:

Was there sufficient evidence to support allegation?

Yes No

If allegation substantiated, please indicate action taken (note that unsubstantiated allegations may still require action/support and recording).

Young person displaying bullying behaviour		Young person experiencing bullying behaviour	
Counselling		Counselling	
Peer support		Peer support	
External agency involvement		External agency involvement	
Restorative practices		Restorative practices	
Parent/Carer involvement		Parent/Carer involvement	
Strategies used: Empower, Nurture, Challenge		Strategies used: Empower, Nurture, Challenge	
Other		Other	

Agree follow-up timeline (please record specific dates/times):

Signed:

Date:

APPENDIX 4

PASTORAL STAFF RESPONSE TO BULLYING ALLEGATIONS

All pastoral staff will respond to bullying allegations in the following way:

