Jordanhill School
Strive for the Highest

Anti-bullying Policy

Updated June 2024

We want everyone to feel safe, secure and able to build positive relationships with their peers and adults. This mission is encompassed by the Jordanhill School values of Kindness, Gratitude, Respect, Integrity and Perseverance.

In February 2023, Education Scotland published a national thematic review of how schools define, record, and monitor bullying. Following this review, we conducted an extensive consultation with pupils, parents and updated our Anti-Bullying Policy.

The monitoring and logging of bullying is only one part of building positive relationships and we invite pupils, parents / carers, and staff to engage with our companion document below which further promotes a supportive environment of mutual respect.

The policy context for this policy includes:

- 'Getting it Right for Every Child' (national guidance)
- Equalities legislation, regulations, and guidance
- The United Nations Convention on the Rights of the Child (UNCRC)

Definitions. There is no legal definition of bullying. At Jordanhill School, we define bullying as behaviour which:

- ***Intentionally*** *hurts someone else physically or emotionally, and*
- *Is* ***usually repeated*** *either towards the same person or by the same person.*

We know that bullying behaviour can take many forms, including physical assault; teasing; making threats; name calling; or cyber bullying.

Although a single episode can sometimes be bullying behaviour, we are careful not to confuse bullying behaviour with incidents sparked by a sudden disagreement between pupils, for example, a playground dispute in the 'heat of the moment'. We take all incidents seriously and sensitively and seek to resolve issues regardless of whether they are recorded as bullying behaviour, or are treated as an episode of peer turbulence. It is recognised that parents can be very distressed by the thought that their child could have been involved in bullying behaviour.

Prejudice-Based Bullying. It is a Scottish Government expectation that we record and monitor instances when bullying behaviour is aimed at specific groups with protected characteristics as per the Equality Act 2010. Bullying related to a protected characteristic need not be directed at someone who has a particular protected characteristic but can also be based on a perception that they do or that they have an association with people that do.

Building a positive school ethos

Our school ethos is built on our vision, values, and aims. More details about how we build a calm and purposeful learning environment can be found in our **Jordanhill School Positive Peer Relationship guidance** and **A Parent Guide to Our Shared Ethos** but it is important to state in this policy that maintaining a culture in which all pupils thrive is an ongoing process that requires continual focus and commitment from pupils and staff, including training.

UNCRC Article 19

You have the right to be protected from being hurt and mistreated in body or mind.

We promote our culture through assemblies, tutor time and the PSHE programme. In classes and social areas, we promote positive relationships and challenge disruption and poor behaviour through our vigilance and use of the school referral system.

Our extra-curricular programme also promotes a positive whole school culture. We encourage participation in team-building activities such as music and sport alongside residential trips and excursions. These build relationships, boost skills and confidence, encourage teamworking, and promote connection amongst pupils and staff.

We also believe in the positive effect of pupil leadership and creating opportunities for pupils to influence change. This is done through pupil councils, pupil voice groups, and the myriad opportunities for pupils to lead in both Primary and Secondary. These include: Primary buddies; S6 community involvement volunteers and prefects; Mentors in Violence Prevention; and ambassador roles encouraging pupils to challenge negative behaviours and look out for others.

Another vital part of developing our ethos is our engagement with parents. We proactively involve parents and have a well-established system for two-way communication about positive achievements or concerns. Likewise, parent engagement events let us share our expectations of pupils, listen to parent / carers, and build understanding amongst the community.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Challenging bullying behaviours

When we see bullying behaviour, it is important that we recognise and challenge it. If these behaviours are unresolved, they are more likely to impact the wellbeing of those involved and reinforce problematic behaviours in the future.

When we discuss bullying, it is important that we do not label young people with fixed terms such as ‘bully’ or ‘victim’. Instead, the focus should be on helping children and young people to change negative behaviour. Young people sometimes need adult help to understand why bullying behaviour takes place, why it is wrong and how they can change it.

Consequences / what happens next

Bullying behaviour is relational and complex so will often require a range of adult response, often including coaching conversations. More details on this can be found in our **Jordanhill School Positive Peer Relationship guidance.**

In recognition of this complexity, our response to bullying behaviour is bespoke to the situation and individuals involved. However, it should be noted that Senior leaders may apply disciplinary action against the pupil or pupils displaying bullying behaviour. This may include detention, internal exclusion, or a formal exclusion.

The purpose of the disciplinary action is to mark the seriousness of the behaviour to all involved and to reduce the chances of bullying behaviours continuing. The school will always gather information about incidents carefully before deciding on any sanctions. Decisions will be based on the 'balance of probabilities' and will draw upon all available information. We ask that parents / carers support us in our decisions and help their child to retain focus on resolving issues and restoring positive relationships.

Support for the young person experiencing bullying behaviour is given immediately following the incident and during an agreed period of review. This support will normally be provided by the pupil's Head of House or Primary SLT.

Recording and Monitoring Bullying

All incidents of bullying behaviour will be recorded on the school's Bullying Log. The following information will be recorded:

- 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 resolution at an individual or school-wide level.

Key themes from the anti-bullying log are discussed in Full Senior Leadership Team meetings on a quarterly basis. This allows the team to review any trends and consider ways of promoting positive relationships and experiences for all pupils.