**POLICY STATEMENT**

**Anti-Bullying Policy**

**Every Child is Included and Supported**

**Introduction**

Bullying behaviour is never acceptable within Cardinal Winning Secondary. All children and young people have an entitlement to work and play in a learning environment in which they feel valued, respected, safe and are free from all forms of abuse, bullying or discrimination. Central to all of this is our school values and a commitment to: Fairness, Respect, Equality and Inclusion.

Bullying of any kind is unacceptable and must be addressed. Bullying should never be seen as a typical part of growing up. We recognise that many of our young people may be particularly vulnerable to bullying and have trouble expressing distress, reporting bullying, or interpreting social cues. We are committed to identifying bullying behaviour in all its forms and ensuring our support strategies are individualised and inclusive of each young person’s communication and emotional needs.

**Policy Rationale**

The development of an Anti-Bullying Policy in Cardinal Winning Secondary is a driven by a desire to provide a safe, nurturing environment where young people are included and free from all forms of abuse. This commitment is also reflected in our school’s Relationship for Learning Policy (2022).

Our policy reflects the revised guidance produced by Glasgow City Council:

*Every child is included and supported: Getting it right in Glasgow, the nurturing city Anti-bullying*

* <http://www.goglasgow.org.uk/Home/Search>

This policy also considers the following national policies and guidance:

*Respect for All: national approach to anti-bullying (Scottish Government, 2017)*

* [*https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/*](https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/)

*Equalities Act (Scottish Government, 2010)*

* [*https://www.legislation.gov.uk/ukpga/2010/15/contents*](https://www.legislation.gov.uk/ukpga/2010/15/contents)

**What do we mean by bullying?**

“Bullying is both behaviour and impact; what someone does and the impact it has on the other person’s capacity to feel in control of themselves. We call this 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 and it can happen face to face and online.” (Respectme, 2015)

This can include:

* Being called names, teased, put down or threatened (face to face and/or 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)
* Are not in control of themselves
* Being targeted because of who you are or who you are perceived to be (face to face and/or online)

At Cardinal Winning Secondary, we also recognise that bullying can be based on prejudice or discrimination linked to one or more of the protected characteristics defined in the Equality Act (2010). These are:

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

**Pupil voice – what bullying looks like to us:**

* “Calling someone names or being mean to them.”
* “When you keep doing horrible things over and over and upsetting somebody or making them feel scared to come to school.”
* “Hurting someone by hitting them, kicking them or bumping into them.”
* “Picking on somebody because of the way they look.”
* “Getting nasty messages sent online or being left out of group chats.”

**Online Bullying**

Online bullying, or cyberbullying, is often the same type of behaviour as other bullying, for example, name-calling, spreading rumours and leaving people out, but it takes place online.

Staff in Cardinal Winning are alert to the potential to misuse technology and are aware that some online behaviour is illegal.

Given the complex nature of online interactions, pupils at Cardinal Winning may be more vulnerable to manipulation, deception, or peer pressure in digital spaces. We provide targeted support using visual aids, role-play, and digital safety lessons to help them navigate online environments safely.

Young people in Cardinal Winning are made aware of the far-reaching consequences of posting inappropriate or harmful content on social media platforms through Tutor, ICT and PSE programmes.

**Use of Term “Bullying”**

When talking about bullying, adults within Cardinal Winning do not label young people as “bullies” or “victims”. Reference, instead, is “those experiencing bullying behaviour” and “those displaying bullying behaviour”

Not all unpleasant behaviour would be considered bullying. It can be the case that one child says something unpleasant to another, but this is not always a case of bullying as it has no real impact on the child. Such behaviour should always be addressed, even if it is not bullying.

**Signs of Bullying**

All staff in Cardinal Winning are aware of the possible signs of bullying including:

* Change in attendance at school
* Change in achievement levels
* Unexplained injuries, neglect of appearance, torn clothing
* Changes in sleep patterns
* Changes in eating pattern
* Social withdrawal/isolation
* Mood changes
* Depression
* Suicidal thoughts
* Changing social media accounts

All concerns should be reported by the member of staff directly to the young person’s Pastoral Care Teacher or Depute Head Teacher. If these concerns are potentially Child Protection concerns then all concerns must be reported to the Child-Protection Co-ordinator.

**Managing Incidents of Bullying**

A member of staff may become aware of bullying behaviour through directly witnessing behaviours or through a disclosure from a young person. It is important that staff listen carefully and pass this information on.

Staff must alert Principal Teacher - Pastoral Care or, in their absence, appropriate Depute Head Teacher of concerns. This should always be followed up in writing with a factual account of concerns.

Principal Teacher – Pastoral Care will then investigate by speaking to the young people involved. The Principal Teacher may wish to consider the five questions recommended by RespectMe to gather a full picture.

1. What was the behaviour?
2. What impact did it have?
3. What does the child or young person want to happen?
4. What do I need to do about it?
5. What attitudes, prejudices or other factors have influenced the behaviour?

After gathering information, the Principal Teacher may discuss concerns with the appropriate Depute Head Teacher to plan, support, address and record concerns.

Principal Teachers will endeavour to respond to concerns in a timely manner, ensuring parents and carers are kept regularly updated.

**Staff Training and Development**

All staff have access to high-quality Career-Long Professional Learning which will help improve the health and wellbeing outcomes of children and young people that they work with. All staff receive ongoing training in identifying and responding to bullying behaviour. This includes trauma-informed practice, de-escalation techniques, restorative approaches, and communication support strategies

**Effective Support for Young People Experiencing Bullying Behaviour**

At this stage staff need to be very clear with the child or young person reporting bullying behaviour. The young person needs to retain some feeling of control over the situation. It is vital that they are involved and updated on progress. Sometimes a particular incident can be resolved fairly quickly but, in many cases, it can take some time to work towards a resolution and it is important that the young person experiencing the bullying behaviour feels supported and has some strategies to help.

**Effective Support for Young People Displaying Bullying Behaviour**

All behaviour is communication, it may well be that the bullying behaviour of the child or young person may stem from an unmet need.

* Deal with the behaviour in the same way as you would with any type of distressed behaviour
* Listen and take time to discover the reasons for the bullying behaviour
* Do not label the individual or group as ‘bullies’, name the behaviour
* Be prepared for a strong reaction from parents and carers and children and young people
* Be prepared to address prejudicial attitudes that may be behind the bullying behaviour
* Address what’s happening behind the behaviour, even when the bullying has stopped.

There will be a wide range of actions or consequences that Cardinal Winning Secondary school can take in response to bullying incidents. These actions will be proportionate and appropriate to the age and stage of the child and to the incident.

**Role of Parent/Carers**

Parents and carers are the people who know and understand their children’s behaviour and their physical and mental wellbeing best. They have a key role to play in supporting their young person when they experience bullying behaviour or display bullying behaviour.

It is very important that confidential/ personal information about other pupils should not be shared with other parents/carers.

All communication with parents/carers to address bullying behaviour will be recorded in pastoral notes.

Parents/carers should inform pastoral care staff promptly of any concerns around bullying.

**Recording Incidents of Bullying**

In addition to detailed Pastoral Notes, Cardinal Winning Secondary will record all incidents, and reported incidents, of bullying behaviour on the SEEMiS Bullying and Equalities Module. As part of Education Services quality assurance processes, data recorded on the module will regularly be analysed centrally.