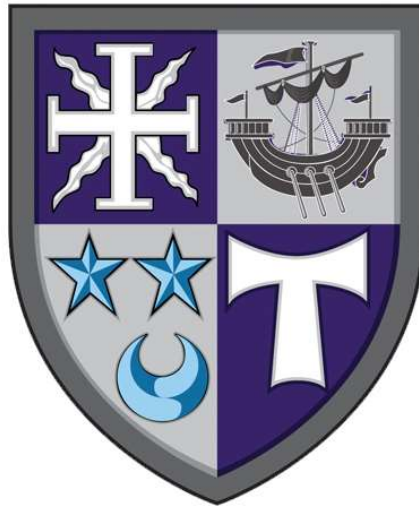


Holy Rood RC High School Policies, Procedures and Position Papers



Policy/Procedure Title: **Preventing and Responding to Bullying and Prejudice Amongst Children and Young People**

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Author: **J Daly/MConnelly**

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Holy Rood RC High School Mission Statement

We, the community of Holy Rood High School, Inspired and helped by the Holy Spirit, Aim to work together to build an inclusive community based on the Christian values of love, forgiveness and justice. In doing so, we hope to promote the spiritual, intellectual, moral, physical, emotional wellbeing and social development of everyone in our school community. We aim in our relationships to show the highest level of care and compassion for one another based on mutual respect and support. We recognise, respect and celebrate the wonderful religious, cultural and social diversity we have within our school community. We will celebrate and give thanks for each other, especially in prayer and in the Eucharist.

We aim to deliver high standards of effective learning and teaching, in a supportive and nourishing environment to enable all pupils to develop positive attitudes towards learning, achieve their full potential, develop self worth and build the resilience and self awareness required for life. We will provide the pastoral and chaplaincy support which underpins academic achievement for all.

We aim to strengthen our relationships with the families, parishes, primaries and the local and global communities we are part of, to enable us to enrich the experiences that we offer our pupils and to celebrate and share our pupil's gifts, talents and successes for the benefit of others.

We aim to provide high quality leadership at all levels in our school community.

We aim to offer everyone who comes to our school generous hospitality and a welcome that reflects our vision of the God - given dignity of all.

Contents	Page
Preventing and Responding to Bullying and Prejudice Amongst Children and Young People	5
Appendix 1 – Change Register	15

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Introduction

This school procedure follows the City of Edinburgh Council's Communities and Families Procedure on 'Preventing and Responding to Bullying and Prejudice amongst Children and Young People' (2020) which is based on '*Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People*'. It has been written with reference to the Scottish Catholic Education Service Equality Policy for schools and in consultation with representatives of the Archdiocese of St. Andrews and Edinburgh. This policy applies to all members the school community.

City of Edinburgh Council is strongly committed to providing a safe environment for all people in its educational establishments. We are committed to ensuring positive relationships. Bullying, prejudice and discrimination are never acceptable and children, young people and staff have the right to learn and work in a safe, fair and secure environment.

As a Catholic school, the values of the Gospel permeate all aspects of school life. Children and young people grow to recognise that every person is unique, made in God's image and likeness. God's message of love, tolerance and respect for the individual is reinforced within our teaching and is central to collective acts of worship.

The emotional health and wellbeing of children, young people and staff is essential for our pupils to develop academically and grow into healthy individuals with successful life chances. We are committed to developing positive relationships between all in the school community, children, young people, staff and parents. Our core practices are the 4 Rs: Relationships, Rights Respecting, Resilience, Restorative.

This procedure covers the following articles of the UNCRC:

- Article 2 – You have the right to protection against discrimination.
- Article 19 – You have the right to be protected from being hurt or badly treated.
- Article 29 – You have the right to an education which develops your personality and your respect for other's rights and the environment.

This procedure has been revised and updated in consultation with staff, parent and pupil groups, including our Pupil Council, Parent Council and Equalities Committee.

Our Values and Beliefs

As a Catholic school we embrace the life and teaching of Jesus Christ as our founding principle. Through the ethos of the school we endeavour to work with pupils so that they come to know the teachings of Christ as guiding principles throughout their life. We work towards helping each person in the school community to grow in fullness, to develop and fulfil their potential.

- All people are made in the image and likeness of God, and are deserving of dignity and respect.
- All learners are of equal value.
- We recognise and respect difference.
- We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
- All pupils and staff have the right to feel happy, safe and included. Holy Rood RC High School will support every young person to achieve and attain their very best.
- We actively foster good relations between diverse groups and individuals, respect individuality and celebrate diversity.
- We are committed to promoting equality of opportunity for all and we work actively towards eliminating all forms of bullying, prejudice, and discrimination. We challenge inequality and promote inclusive, nurturing environments.
- We recognise the effects that bullying, prejudice and discrimination can have on a child or young person's feelings of worth, on their health and wellbeing and on their schoolwork.
- We provide opportunities for success through a variety of curricular and extra-curricular options and pathways.
- We encourage creativity and support our young people to build the skills and resilience they need for the future.
- We have the courage to aspire to the very best we can be. We belong to our school, and we are very proud of our school and learning community.
- We use restorative approaches to repair and strengthen relationships between staff and pupils within our whole school community.

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. 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 or left out. This behaviour happens face to face and online”.

(Respect for All, 2017)

Bullying behaviours can take many forms. Examples of bullying behaviours include:

- Name calling, teasing, putting down or threatening.
- Ignoring, leaving out or spreading rumours.
- Hitting, tripping, kicking.
- Taking and damaging belongings.
- Sending an abusive text, email, or instant message, or posting an abusive comment on a social networking site (online or cyber-bullying).
- Targeting someone because of who they are or who they are perceived to be.

Discrimination, Prejudice-based Bullying and the Equality Act 2010

Bullying behaviour can often be rooted in prejudice and discrimination due to difference or a perceived difference. We are committed to challenging discrimination, prejudice-based bullying and language, and to fulfilling our duty under the Equality Act 2010.

The Equality Act 2010 sets out rights which include legal protection from discrimination related to any of the nine protected characteristics: **disability; race; sex; pregnancy/maternity; religion/belief; sexual orientation; gender re-assignment; age; marriage/civil partnership.**

Note: In relation to the education of children and young people, the protected characteristics of age and marriage/civil partnership are not included.

We recognise that children and young people can also experience bullying in relation to: asylum seeker or refugee status; body image; being care experienced; social or economic status; young carer responsibilities; imprisonment of parents/carers, siblings, or other family members.

We recognise that children and young people can experience disadvantage, prejudice or discrimination because of any of these individual factors or a combination of factors.

Promotion of Equality

All teaching and learning within a Catholic school is rooted in the teaching of the Church. As part of our work to promote equality, we aim to ensure that children are offered opportunities to develop their understanding of faith in practice and to:

- understand and celebrate diversity in all its forms.
- learn about equality and inclusion in a variety of curriculum areas (e.g. RE and PSE).
- develop an understanding of global citizenship.
- understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing.
- develop an understanding of their rights, the rights of others, and their responsibilities to each other.
- develop an understanding and appreciation of other religious beliefs and cultures.
- develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society.
-

Through the curriculum we aim to:

- Increase knowledge of children's rights and responsibilities as responsible citizens.
- Challenge stereotypes, bias and discrimination, including prejudice-based attitudes and language.
- Deliver an inclusive curriculum that reflects all identities: disability; race; sex; pregnancy/maternity; religion/belief; sexual orientation; gender reassignment; age; marriage/civil partnership as well as asylum seeker or refugee status; body image; being care experienced; social or economic status; young carer responsibilities; imprisonment of parents/carers, siblings, or other family members. This enables our children and young people to develop their sense of understanding and inclusion of others as well as seeing themselves reflected in the learning community.
- Provide age-appropriate reading materials and resources reflecting and representing diversity and the protected characteristics, e.g. family structures that include single parents, people from minority ethnic backgrounds, disabled people, same-sex parents.
- Use Critical Literacy to support pupil's understanding of historical contexts.
- Build resilience and empathy in young people as confident individuals.
- Raise awareness about bullying and our Anti-Bullying Procedure across a range of school subjects.

Prevention

By promoting a positive school ethos, with a focus on rights, equalities and health and wellbeing, we hope to prevent bullying, prejudice and discrimination happening.

- We update school displays and use them to remind pupils that bullying, prejudice and discrimination are not acceptable and what to do if they or someone they know is being bullied or experiencing prejudice.
- Our pupil Equalities Committee actively supports the school's work on prevention of bullying, prejudice and discrimination.
- Bullying, prejudice and discrimination and other equality-related issues are an agenda item points on the SLT meetings, Faculty meetings and can feature on our Pupil Council agenda.
- We carry out surveys and focus groups to evaluate ethos and health and wellbeing in the school.
- The school holds diversity, anti-bullying projects to raise the profile of these issues. For example, Show Racism the Red Card Event, and Cultural Day. We also hold equalities and Inclusion year group assemblies and discuss bullying in PSE lessons.
- We work with other agencies and partners in health, police and the voluntary sector to promote a positive ethos (e.g. Scottish Catholic Education Service, School Liaison Officer).
- Our staff has engaged in professional learning opportunities to increase their awareness and understanding of all forms of bullying, prejudice and discrimination as well as to develop skills in restorative practice.
- We share good practice with our cluster and within our Diocese.
- We use our public platforms to share the vision, aims and values of the school and to promote the positive impact of our inclusive ethos.
- We outline key information for pupils, parents and carers on accessing support and help.
- We use the Charter for Catholic schools to ensure that, through the Church's Teaching, we promote Social Justice and opportunity for all.

Support

How we support pupils who are bullied or experience prejudice and discrimination

See also supplementary guidance on preventing and responding to incidents of prejudice and discrimination related to the protected characteristics in the Equality Act 2010. Part 1: Tackling Racist Incidents / Creating an Anti-Racist Culture.

We listen to the child or young person

- We reassure them that they have done the right thing by telling.
- We encourage them to talk about how they feel, find out what happened and who was involved.
- We involve them in making choices about how the matter could be resolved.
- We discuss strategies for being safe and staying safe.
- We ask them to report any further incidents to us straight away.
- We affirm that the bullying can be stopped and that we will persist with intervention until it does.
- We say clearly what will happen next and that we will update them on progress.
- When the incident has been resolved, we monitor and check that bullying has not started again.

What happens next?

- The teacher or member of staff who receives **Equality and Inclusion Referral Form** discusses next steps with the designated member of Senior Leadership Team/Equalities Co-ordinator.
- At all times, Child Protection procedures and/or Risk Management procedures should be followed, if necessary.
- In most cases, further investigation will be done by the designated member of Senior Leadership Team/Equalities Co-ordinator or Pupil Support Leader.
- Further investigation may involve:
 - Speaking with the children or young people involved, preserving confidentiality.
 - Speaking with children or young people or others who witnessed the incident, preserving confidentiality.
 - Speaking with parents (*after consultation with the child or young person*).
 - Seeking advice from partner services and relevant organisations.

- In all cases where there may be criminal implications (e.g. sexual assault or hate crime), the designated member of Senior Leadership Team/Equalities Co-ordinator will report this to Police Scotland.
- In the case of hate incidents, the designated member of the Senior Leadership Team/Equalities Coordinator will seek advice from or School liaison Officer.
- If it is found that bullying, prejudice or discrimination has taken place, we will take appropriate and proportionate action (see examples of possible actions below).
- If it is found that bullying, prejudice or discrimination has not taken place, we will speak with the child or young person who reported the incident and offer further support.
- At all times, we will update the child or young person who reported or experienced bullying, prejudice or discrimination.

Our work with pupils who bully others or present prejudiced or discriminatory attitudes / behaviour

A child or young person who is bullying someone else may not be doing this consciously, but the impact of bullying, prejudice or discrimination is still felt, and this is taken seriously. Pupils who engage in bullying behaviour or present prejudiced or discriminatory attitudes/behaviour will be treated fairly and consistently using actions that are proportionate and appropriate to the age and stage of the child and to the incident (see below).

- We interview the pupil (or pupils) involved in the incident separately.
- We listen to their version of events and take time to discover the reasons for the behaviour.
- We talk to anyone who may have witnessed the incident.
- We reinforce the message that bullying, prejudice and discrimination are not acceptable, and that we expect it to stop.
- We address prejudicial or discriminatory attitudes that may be behind the behaviour.
- We seek a commitment to stop bullying.
- We affirm that it is right for pupils to let us know when they are being bullied.
- We consider consequences under our school's Promoting Positive Behaviour Management Procedure.
- We consider what support the pupil needs and whether other referrals are required, e.g. Educational Psychologist, Counsellor, Chaplaincy Support.
- In all cases where there may be criminal implications (e.g. sexual assault or hate crime) we report this to Police Scotland.

- In the case of hate incidents, we seek advice from Police Scotland.
- We advise pupils responsible for bullying, prejudice or discrimination that we check to ensure that the behaviour stops.
- We contact the parents of the pupil(s), where appropriate.
- We follow up after incidents to check that the bullying, prejudiced or discriminatory behaviour has not started again in any form.

NOTE: Refer to Holy Rood's Equality and Inclusion Referral Form for full procedures

Some examples of our actions

- Restorative practices.
- Involvement of a parent/carer where appropriate.
- Peer mentoring and mediation.
- De-escalation strategies.
- Physical separation of person/people presenting bullying, prejudiced or discriminatory behaviour, where necessary and possible.
- Use of support base to increase confidence and provide support.
- Referral to Chaplaincy for counselling.
- Education and guidance offered by School Liaison Officer.

Online bullying and bullying outside the school premises

We know that bullying, prejudice and discrimination can occur outside the school gates and via mobile phones and social network internet sites. The school takes a proactive role and involves our School Liaison Officer in the management of these incidents. The school supports pupils in the safe use of social media via PSE and assemblies.



Recording and Monitoring Bullying Incidents

The designated member of the Senior Leadership Team/Equalities Coordinator or Pupil Support leader will record all incidents on Holy Rood's Equality and Inclusion Referral Form, this will also be entered on the Bullying and equalities module in SEEMIS.

The following information is recorded: -

- The person experiencing the behaviour
- The person displaying the behaviour
- The nature and category of the incident
- The perceived reason(s) for bullying
- Actions already taken and future actions
- Conclusion (being addressed, resolved, not resolved, unfounded)

Concerns and Feedback

If a pupil or parent/carer believes that an incident/issue has not been fully resolved to their satisfaction, we ask them to contact the Head Teacher in the first instance.

If the Head Teacher cannot resolve these concerns informally, parents/carers can raise their concerns more formally through the school's Complaints Procedure. If early resolution at this stage is not achieved, then parents/carers can use the Council's Advice and Conciliation Service. The school is also pleased to receive positive feedback from parents/carers when things have gone well.

Evaluating and Reviewing our Procedure

We aim to evaluate the effectiveness of this procedure on an annual basis, reviewing the number and type of incidents that are reported alongside the attendance, exclusions, attainment and achievement of pupils in protected groups. Pupils' perceptions and experiences of bullying are reviewed through questionnaires and focus groups. Feedback received from parents is also taken into consideration. The procedure is reviewed formally every 3 years.



Change Register

Appendix 1

Version 1.1

Updates provided to D Ferguson 04/03/24