



JOHNSTONE HIGH SCHOOL

DETERMINATION HONESTY RESPECT
FRIENDSHIP TRUST RESPONSIBILITY

Respect for All Policy

Purpose and Vision

The purpose of this policy is to provide all stakeholders with a framework which offers guidance and strategy to promote equality and Respect for All.

It is our aim that all members of our school community will contribute to a positive school ethos in which bullying behaviour, regardless of type, is not tolerated. Our school values underpin our approach to Respect for All:

DETERMINATION

FRIENDSHIP

HONESTY

RESPECT

RESPONSIBILITY

TRUST

It is the responsibility of all pupils, parents and staff to ensure that all members of our school community feel safe, valued and are able to build strong positive relationships which celebrate diversity, equality, equity and encourage Respect for All. Working together we will achieve our school vision:

We are a school community where everyone feels safe, valued and supported to achieve their maximum potential. We deliver high quality learning experiences within a responsive and engaging curriculum that fully prepares our young people for the next stage in their lives. We are an ambitious school that has high expectations of learners, parents and staff.

In keeping with the national aim that all sectors and communities, at a national and local level, are consistently and coherently contributing to a holistic approach to anti-bullying, the Johnstone High School community is committed to ensuring:

- All our pupils will grow up free from bullying and will develop respectful, responsible and confident relationships with other young people and adults;

- Our pupils and their parent(s)/carer(s), will have the skills and resilience to prevent and/or respond to bullying appropriately;
- Every pupil who requires help will know who can help them and what support is available; and
- Adults working with our pupils will follow a consistent and coherent approach in dealing with and preventing bullying.

Principles

The principles of Respect for All within Johnstone High School are:

- We will promote positive relationships and behaviours amongst all members of our school community;
- We respect the rights of children and young people as paramount (Children and Young People (Scotland) Act 2014);
- We respect the rights of children and young people with additional support needs (The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended))
- We will continue to work together to develop a culture of mutual respect and responsibility amongst all members of our school community;
- We will seek to prevent and address bullying, through the implementation of effective practices;
- We will address all aspects of prejudice in order to make sure all types of prejudice based bullying are treated with equal importance (including bullying based on the protected characteristics as outlined in the Equality Act 2010);
- We will support effective communication, including sharing relevant and proportionate information, where appropriate, in accordance with the Data Protection Act 1998 and Human Rights Act 1998;
- We will seek to understand the experiences, and address the needs of our pupils, who are bullied as well as those who bully within a framework of respect, responsibility, resolution and support;

- We will share information where appropriate and work jointly to make sure we are co-ordinated and cohesive in all that we do; and
- We recognise bullying can have an adverse/detrimental effect on personal development and we will try to ensure that every member of our school community will have the same opportunities and an equal chance to succeed.

The United Nations Convention on the Rights of the Child

When a child or young person experiences bullying, the following rights as enshrined in The United Nations Convention on the Rights of the Child, and now enacted in Scots Law, are compromised:

- The right to 'protection against discrimination' (Article 2)
- The right to protection against all forms of violence including physical or mental violence (Article 19)
- The right to be kept safe from harm and (Article 19)
- The right 'to be given proper care by those looking after them' (Article 19)
- The right 'to contribute meaningfully to the decisions and circumstances that affect their lives' (Article 19)
- The right 'to an opinion and for it to be listened to and taken seriously' (Article 12)

The Equality Act 2010

Our policy aims to uphold the statutory equality duties outlined in the The Equality Act 2010. The act creates a duty on schools to have due regard to the need to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; and, to foster good relations between people who share a relevant protected characteristic and those who do not.

The nine protected characteristics are:

- Age;
- Disability;
- Gender Reassignment;
- Marriage and Civil Partnership;
- Pregnancy and maternity;
- Race;

- Religion or belief;
- Sex; and
- Sexual Orientation.

What do we mean by bullying?

“Bullying is face to face and/or online behaviour which impacts on a person’s sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.

The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying Behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out.”

– Respect for All: The National Approach to Anti Bullying for Scotland’s Children and Young People

Bullying behaviour can harm people physically, mentally or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time. This would typically be by actions, looks, messages, confrontations, physical interventions, or the fear of these happening.

Bullying behaviour can include:

- Being called names, teased, put down or threatened face to face/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, mobile phone or other devices;
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online); and or
- Being targeted because of who you are or who you are perceived to be (face to face and/or online).
- Increasing the reach and impact of bullying or prejudice through the recruitment and/or involvement of a wider group

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 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 member of our school community's identity or circumstance. For example, prejudice arising from socio-economic background, their ability to learn, mental health or a pupil's appearance.

Online bullying, or 'cyberbullying' as it is often referred to on social networking sites and online gaming platforms will not be treated any differently from face-to-face bullying. A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online.

LGBTQA Community

We promote a safe environment where all members of our school community can be themselves. We respect that every member of our school community has many parts to their identity and that being LGBTQA may be one of the many layers. We actively support LGBTQA and non-LGBTQA pupils through our Rainbow group which meets regularly at lunchtime, providing a safe place and is a source of information and support.

Our Personal and Social Education programme explores all types of relationships as well as what it means to identify as LGBTQA.

We work closely with pupils, parents, staff and health professionals in supporting members of our school community who are transitioning gender. We also provide access to gender neutral toilet facilities.

As a Stonewall Champion School, we ensure staff training is up to date annually.

When is it not bullying behaviour?

It is important that our pupils are able to discuss how they feel and develop resilience to manage their relationships. We know that pupils will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most young people have the ability to bounce back from this type of behaviour. Early intervention and prevention through education and modelling behaviour are key elements to ensuring we get it right for all members of our school community.

Behaviour Expectations

We have high expectations of conduct from all members of our school community. We build our school culture and ethos on a base of respect. Alongside the development of nurturing approaches we actively seek to build positive relationships between pupils, staff and parents.

Typical behaviours we encourage and praise include:

- Kindness in actions and words towards others;
- Acceptance of diversity;
- Listening attentively;

- Encouraging positive behaviour in others;
- Standing up against negative behaviour;
- Including others; and
- Prompt reporting of bullying behaviour.

Responsibilities of Pupils

As a school community we fully embrace the practices of Mentors in Violence Prevention (MVP). It is the responsibility of all members of our school community to demonstrate Respect for All at all times. In situations where pupils witness behaviour which is not appropriate towards others, pupils are empowered to challenge such behaviour by speaking out. It is important that pupils report bullying type behaviour immediately to Pastoral Support staff or any other member of teaching staff. Pupils who are displaying bullying type behaviour and those who are subjected to such behaviour are encouraged to take part in restorative work to ensure issues are resolved quickly and have no lasting impact.

Responsibilities of Staff

As a nurturing school community which promotes positive behaviour, all members of staff are expected to model positive relationships with pupils, parents and staff. If staff witness or have an incident of bullying behaviour reported to them, they will deal with the situation immediately. Staff should challenge all forms of bullying behaviour, including the inappropriate use of language such as “that’s gay” at the time of occurrence and use each situation as a learning opportunity.

Staff should avoid using labelling language, i.e. “bullies”, “victims”, “perpetrators”, etc and should instead refer to “bullying behaviour.”

All incidents must be reported to Pastoral Support staff for logging and further action if appropriate.

Pastoral Support staff will take a lead role in supporting and challenging pupils to sustain positive relationships and build skills to improve resilience and abilities to form positive relationships with others.

When responding to incidents or accusations of bullying Pastoral Support staff will consider:

- The nature of the behaviour;
- The impact of the behaviour;
- The desired outcome of the pupil;
- The action required; and

- The attitudes, prejudices or other factors that influenced the behaviour.

Pupils who are exhibiting bullying behaviour will be given help and support to:

- Identify the feelings that cause them to act this way;
- Develop alternative ways of responding to these feelings;
- Understand the impact of their behaviour on other people; and
- Repair relationships.

Pupils who demonstrate bullying behaviour will be provided with clear expectations about behaviour as well as a range of appropriate ways to respond. This may include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We will challenge prejudice and offer the opportunity to learn and change behaviour. Consideration will be given to any factors that may impact upon a pupil's wellbeing, including whether any additional support for learning is required.

When restorative and supportive strategies put in place by Pastoral Support staff have not brought about a positive change in behaviour, Depute Head Teachers will put in place a suite of supports for pupils involved.

Responsibilities of Parents/Carers

We encourage and actively seek positive home/school partnership working. Being subjected to bullying behaviour can have an impact on a young person's demeanour and general mood or wellbeing. Parents should report any changes in their child that they are concerned about. Daily family discussions about school and probing further rather than accepting "fine" as an answer to how a child's day has gone will help our pupils speak out about the behaviour they are experiencing or displaying.

Reassuring young people that they are not deserving of such behaviour and that they have the skills and ability not only to stand up to bullying behaviour but to seek support will help build confidence and resilience.

Often bullying behaviour happens online. We strongly encourage parents/carers to monitor their child's use of technology and ask them to challenge any negative usage as well as support their child if they are receiving bullying messages by ensuring social media accounts are private and only agreed friendship groups are able to post messages, etc.. Inappropriate online usage can be reported to Police Scotland by

parents, however reporting misuse to the school's Pastoral Support team will also allow supports to be put in place in school.

A whole school approach to preventing bullying

It is the responsibility of all members of our school community to prevent bullying. There are specific strategies which we are committed to as a school community:

- Positive school culture and ethos;
- Anti-bullying professional learning;
- Recognising and realising Children's Rights;
- Rights Respecting School;
- Restorative approaches;
- Creating inclusive and supportive learning environments;
- Solution oriented approaches;
- Nurturing approaches;
- Mentoring and peer support (including Mentors in Violence Prevention [MVP] and LGBT group);
- Curriculum for Excellence;
- Staff and parents model positive behaviour towards others;
- High profile of Anti-bullying week;
- Stonewall Champion School status;
- Wellbeing transition day for P7 pupils; and
- Annual delivery of Child Exploitation and Online Protection training to new S1 parents.
- Open access for pupils to seek support from Pupil Support staff through email, pupil contact sheets and the Pupil Support base.

As a school community we:

- Take members of our school community seriously when they talk about bullying;
- Know about and promote the Johnstone High School Respect for All policy;
- Challenge inappropriate behaviour immediately;
- Think about how to stop bullying before it happens; and
- Ensure all pupils, parents and staff are included, engaged and involved and have the opportunity to participate fully in our school community.

Recording bullying incidents

In line with Renfrewshire Council guidance, all incidents assessed as bullying will be recorded on Seemis, our electronic management of information system, in line with the Data Protection Act 2018. Pastoral Support staff and DHT's can access the "Bullying Log" in Seemis through Management → Bullying and Equalities.

Each incident recorded should include the following details:

- Pupil information relating to those experiencing and displaying bullying behaviour;
- Details of alleged incident;
- Nature of incident including the characteristic of the type of behaviour;
- Procedures to monitor and review targets with dates as required; and
- Progress of outcomes following review (within timescale set).

Parents/Carers of all pupils should be informed and details recorded on Seemis Pastoral Notes and the Pupil Chronology. It is essential that Pastoral Support staff and DHT's refer to the Bullying Log, Pastoral Notes and Pupil Chronology when recording new incidents to compare information and highlight patterns of behaviour.

School Community Training

Central to eliminating bullying behaviour from our school community is pupil, staff and parent training.

Through our MVP programme and befriending training, pupils are empowered to recognise and stand against bullying behaviour with the support of senior pupils. Pupils explore Children's Rights and understand the protected characteristics outlined in the Equality Act 2010 through learning about positive relationships in Personal and Social Education (PSE).

All Pastoral Support staff have completed Respect Me training and will refresh this training on a three yearly cycle. All school staff receive annual in-service training relating to promoting and supporting positive relationships across our school community. Staff are annually trained in GIRFEC, including Child Protection, the Children and Young People (Scotland) Act 2014 and Equality Act 2010. Staff are supported and empowered to tackle bullying incidents immediately as they arise.

Parents can access CEOP training and are provided with strategies to support their child if they are experiencing bullying behaviour or demonstrating such behaviour during P7-S1 transition events. Homelink staff provide extra support to parents as required to encourage the development of resilient young people.

Policy Creation and Review

This policy is designed to serve all members of the Johnstone High School Community and as a result pupil, parents and staff have been involved in the creation of this policy. We are aware that the nature of bullying type behaviour is ever evolving and that it is essential that our Respect for All policy is relevant and responsive to the needs of our school community. We are committed to reviewing and amending the policy, as necessary, on a three yearly cycle.

Acknowledgments

This policy has in the most part been derived from guidance and information shared in **Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2024**.

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