OBAN HIGH SCHOOL

Oban High School Anti-Bullying Policy

Children and young people who feel cared for and valued are much more likely to be successful learners, confident individuals, responsible citizens and effective contributors. In Oban High School we want our children and young people to feel safe and secure and able to build positive relationships with their peers and with adults. To do this we must provide supportive environments that promote mutual respect. Bullying behaviour can seriously affect this. Bullying does not build character – trust, acceptance and mutual respect build character. We must all be positive role models in the truest sense and all of our educational establishments should seek to prevent bullying behaviour.

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OBAN HIGH SCHOOL

1. Policy Statement

Oban High School is committed to providing a safe and supportive environment for all people in its educational establishments and promoting a culture where bullying is recognised as being unacceptable.

Bullying behaviour is not and should never be an inevitable part of school life or a necessary part of growing up.

"Children have the right to protection from all forms of violence (physical or mental).
They must be kept safe from harm and they must be given proper care by those looking after them."
The United Nations Convention on the Rights of the Child, Article 19

"Every child and young person in Scotland 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, and their parents and carers, will have the resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards."
A National Approach to Anti-Bullying for Scotland's Children and Young People, 2010

This policy aims to support educational establishments to:

- promote respectful relationships between staff, between staff and parents, staff and
- children and amongst children;
- stop any bullying as quickly as possible;
- raise awareness and prevent bullying behaviour;
- provide appropriate support and intervention to all those involved to limit the impact of bullying behaviour.

This policy fits alongside the following national policies and legislation:

Curriculum for Excellence (2004) is the framework used to meet the needs of all learners aged 3-18 years, to enable them to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors. Under Curriculum for Excellence, Health and Wellbeing is the responsibility of **all** staff within a learning community. See Appendix 1 for links to the Health and Wellbeing curriculum.
The Education (Additional Support for Learning) (Scotland) Act (2004, amended 2009) requires local authorities to reduce barriers to learning which can include bullying behaviour.

The Equality Act (2010) strengthened the law to promote equality, and provides a framework to tackle disadvantage and discrimination, including bullying of protected characteristics - age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
Getting it Right for Every Child (2008) highlights a number of wellbeing indicators to ensure that all children and young people are Safe, Happy, Achieving, Nurtured, Active, Respected, Responsible and Included.
Argyll and Bute Council: Equality and Diversity Policy 2013-15 highlights the Council's framework to tackle disadvantage and discrimination as per the Equality Act above.

2. Definition of Bullying

When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it.
It is important to recognise and acknowledge bullying behaviours so that it can be identified when it happens.

Bullying behaviours can include:

- name calling, teasing, putting down or threatening and intimidating by racist,
- homophobic or sexist remarks
- hitting, tripping, pushing, kicking
- stealing and damaging belongings
- ignoring, excluding, spreading rumours
- sending abusive messages electronically, e.g. via text, emails or social networking sites
- making people feel like they are being bullied or fearful of being bullied
- targeting someone because of who they are or who they are perceived to be.

This list is not an exhaustive list; there may be other behaviours that can be classed as bullying.
These behaviours can take place anywhere (schools, home, community, etc.) but bullying also occurs in the virtual world which children and young people access through mobile phones and the internet, via social networking, e.g. Facebook, Twitter.
As communication can happen anywhere and at any time, often unsupervised, cyber bullying can be very pervasive and difficult to handle. However in essence the behaviour is the same and requires similar prevention methods.
For advice and guidance on cyberbullying, refer to the 'respect *me*' pamphlet, 'Cyberbullying…Are you switched on?'. This is available free of charge from respect *me* in pamphlet format and can also be downloaded via http://www.respectme.org.uk/publications.html (see Publications for Adults).

It is crucial to take into account the impact that bullying behaviour has on a child or young person. The impact an incident has on a child or young person is more important than whether it is classified as bullying. Bullying is a behaviour which leaves people feeling helpless, frightened, anxious, depressed or demeaned. Actions can affect people in different ways and this should be taken into consideration.

3. Prejudice- based Bullying
Bullying behaviour may be related to prejudice-based attitudes and behaviours which may compound other differences or difficulties in a child or young person's life. These include:

3.1 Homophobic Bullying
Homophobic bullying behaviour is mainly directed towards young people who are identified as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. Bullying behaviour can also be directed at young people who are perceived to be different for not conforming to strict gender norms. Ultimately, any young person can experience homophobic bullying behaviour and any young person can display homophobic bullying behaviour if negative attitudes, language and behaviour remain unchecked.

3.2 Racist Bullying
Racist bullying is a term used to describe prejudicial bullying based on someone's race or ethnicity or someone's perceived race or ethnicity. Children from ethnic minorities are more likely to experience bullying behaviour. The impact of racist bullying can go far beyond the individual person. This bullying behaviour can impact on their family and others perceived to be from the same or similar group. For example, children and young people from Gypsy/Traveller communities frequently report racial bullying behaviour. Racist bullying can take a variety of forms. Verbal abuse includes name calling, offensive mimicry of accent and/or pretending not to understand what is said. Mockery and mimicry may extend to dress, religious observance, diet and country of origin or perceived country of origin.
Non-direct bullying behaviour may include graffiti, vandalism of property, flaunting of racist badges, slogans, leaflets etc.

3.3 Disablist bullying
Disablist Bullying is the term used to describe the bullying behaviour of someone based on their physical, mental or learning disabilities or perceived disability. Nearly all children and young people with a learning disability are bullied.
People who display bullying behaviour may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying behaviour.
Some children and young people may also experience mockery of their specific disability or disabilities: mockery of their contribution to work or play and refusal by other children to work, play or interact with them.
Low self-esteem often found in children and young people with disabilities can lead them to make friends with people who exploit them, and who, in reality, aren't really 'friends' at all.

This lack of confidence may also mean that they get hurt more easily and are less resilient in relationships with other children. In turn, there is a risk that the outward signs of bullying – a change in behaviour, low mood, dishevelled clothing or bruises - may not be picked up by adults as an indicator of bullying behaviour.

3.4 Bullying and Body Image

Bullying behaviour on the grounds of body image/size/obesity is one of the most prevalent forms of prejudice-based bullying. Recently, the level of such bullying has been exacerbated by national concerns about rising levels of obesity. The media's constant reinforcement of concerns about body image/size/obesity and the trivialisation of these issues is a key factor related to this problem.
Body image is hugely important to children and young people and bullying because of body image can have a real negative impact. The impacts of bullying behaviour on the grounds of body image can manifest in the development of poor eating habits and eating disorders.

3.5 Bullying: Sectarianism Religion and Belief

Bullying based on religion is directed against individuals and groups because of their actual or perceived religious belief or their connection with a particular religion or belief. For example, someone may be targeted because of the religion of a friend or family member, or because they are wrongly assumed to belong to a particular faith community, due to their appearance.
As well as religious intolerance and bullying behaviour between one faith against another, bullying behaviour can also occur because of differences (or perceived differences) between different denominations or sects within the same faith, e.g. between Catholic and Protestant Christian. Sectarianism and religious intolerance put children and young people at greater risk of bullying directly and indirectly.

3.6 Sexism and Gender

Gender stereotyping based on the notion of acceptable and unacceptable male and female behaviour can leave children and young people who do not 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 make children and young people a target for their perceived difference. For example, boys portraying compassionate and sensitive characteristics and girls who are seen as being assertive and loud can lead to bullying, questioning and targeting of their gender.

3.7 Bullying and Looked after & Accommodated Children and Young People

Children and young people who are looked after and accommodated (LAAC) by the local authority are vulnerable to bullying behaviour for a number of reasons. This can be due to regular changes in schools or care placements which can make forming friendships difficult,

poor relationships skills stemming from attachment difficulties, inappropriate reactions to situations as a result of learned behaviours, a reluctance to make friends, low self-esteem, lack of role models and a heightened sense of the need to preserve privacy. Looked after and accommodated children and young people may have very similar experiences of bullying behaviour to other young people, but often the bullying behaviour will focus directly on the fact that they are looked after. This can take a more serious turn if the child or young person lives in the same house or unit as the person responsible for the bullying behaviour.
The experience of being with the person who is bullying you 24 hours a day would be an extremely stressful one and very difficult to manage.

3.8 Bullying and Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member. Young carers may find themselves being bullied because of the differences or perceived differences in their family circumstances.

4. Expectations

4.1 Oban High School

Oban High has an anti–bullying statement which outlines our attitude to bullying and procedures for tackling bullying (see above). Further help is available on: http://respectme.org.uk/wp-content/uploads/2017/12/Policy-through-to-Practice-2017-Version.pdf
Oban High School will implement, monitor and review our anti-bullying statement in line with the authority's policy (2013). They will consult with staff, parents and other users in the preparation, further development, monitoring and review of their statement.
Copies of the statement should be made available to parents/carers and all users of the statement and the content should be communicated via:

- the establishment's handbook;
- public and parent meetings;
- special anti-bullying initiatives, e.g. annual national anti-bullying week;
- Oban High School's website;

Oban High School will ensure that our anti-bullying statement makes it clear to whom any incidents of bullying should be reported by children and young people and parents/carers.
Oban High School will ensure that staff, children and young people and parents/ carers are conversant with the requirements of their anti-bullying statement and that its terms and implications are discussed on a regular basis by various means and in relation to each establishment's own ethos in terms of vision and values. This can be delivered via:

- Oban High School's relationships policy
- code of conduct re: use of mobile devices in establishments (and what will happen if they are misused)

- the wider curriculum (not restricted to Health and Wellbeing curriculum)
- assemblies
- class practice, e.g. circle time
- leaflets/posters – various sources
- induction and transition programmes
- family workshops/education sessions
- staff in-service/training programmes
- internet safety training for children, young people, parents/carers, staff

4.2 Staff

It is expected as an overarching principle that all staff members will be aware of the school's anti-bullying statement and that they will actively work to implement, monitor and review the school's statement.
It is essential that all staff model behaviour which promotes health and wellbeing and understand anti-discriminatory, anti-bullying and child protection policies.
All staff should establish respectful and supportive relationships with children and young people, parents and each other based on the ethos of that establishment and which models the expectations of the establishment's anti-bullying statement.
Where staff feel there are any aspects of the anti-bullying statement that do not fully address issues arising from the behaviours of any member of the educational establishment's community, or that the statement needs updating or any other modification of process, they should bring it to the attention of the senior leadership.
Any staff member who feels bullied by any other member of the establishment's community should be encouraged and supported to report the matter to appropriate senior staff for action in line with the establishment's anti-bullying statement.
Members of staff should follow Argyll and Bute Council's Code of Practice and Procedure for dealing with harassment or victimisation by other Council employees: http://intranet.argyll-bute.gov.uk/my-hr/equality-and-diversity
All staff members with leadership roles within the establishment are expected to adhere to the anti-bullying statement and carefully record, follow up and communicate on all issues pertaining to bullying incidents and lead on anti-bullying prevention measures.

4.3 Children and young people

It is expected as an overarching principle that all children and young people will be aware of the school's anti-bullying statement and that they will actively support work to implement, monitor and review the school's statement. In addition they should know who they can talk to and what they can expect if bullying occurs.

Children and young people should take the opportunity arising from any consultation process to ensure that their voice is reflected in their establishment's anti-bullying statement.
It is important that children and young people understand it is the responsibility of all to support each other. They should be actively encouraged to report any bullying incidents, whether directly involved or as a bystander, to an appropriate staff member/senior student/ other responsible adult/parent.
Children and young people are expected to work constructively as part of any restorative practice both when directly or indirectly involved as members of the establishment's community.

4.4 Parents / Carers

It is expected as an overarching principle that all parents/carers will be aware of Oban High School's anti-bullying statement and that they will actively support work to implement, monitor and review the establishment's statement. In addition they should know who they can talk to and what they can expect if bullying occurs.
Parents/Carers should take the opportunity arising from any consultation process to ensure that their voice is reflected in the establishment's anti-bullying statement.
Parents/Carers should encourage and support their child to report any incidents of bullying involving themselves or others to the appropriate member of the establishment's community.
Parents/Carers should work constructively with the establishment where their child is involved in any incident, supporting the anti-bullying practices, including restorative practices and reinforcing the principles and ethos behind the establishment's statement.
Parents/Carers should model respectful relationships with members of the establishment's community. They should not encourage their child to take matters into their own hand or become directly involved in any way that causes the issues to escalate or cause conflict between members of the wider school community.
Parents/Carers should report any incidents where they feel bullied by any other member of the establishment's community directly to the senior leadership of the establishment or Quality Improvement Officer so the issue may be addressed.

4.5 Partners

It is the expectation of Oban High School that all partners who work with each establishment e.g. NHS, Social Services, Police, Voluntary Sector, etc. will embrace the spirit of this policy and work to prevent and reduce bullying and prejudice among children and young people from the early years and beyond school age.

5. Prevention of Bullying

Within this policy all members of staff require to be clear of their role in preventing bullying and in dealing with instances of bullying. The knowledge and skills required will be delivered through in-service training, either within Oban High School or by outside agencies or CPD opportunities. Pro-active strategies to help decrease the incidence of bullying include the following:

- anti-bullying days/weeks taking on board issues that are raised in school, locally or
- nationally
- assemblies
- use of buddies, with mixed age groups, peer support
- Curriculum for Excellence – delivery of Health and Wellbeing experiences and outcomes (see Appendix 1)
- playground buddies, playground supervision
- lunchtime clubs
- use of leaflets and posters either 'school made' or commercially produced from, for example, respect*me*, Childline, CEOP, Parentline, etc. (see Appendix 2)
- workshops for the school community
- partnership working with parents, outside agencies and the local community.
- Internet Safety Education Programme for all ages

6. Action

Oban High School will ensure that those who have experienced bullying behaviour will receive appropriate support and protection. Examples of good practice include:

- being listened to
- mediation/restorative practice
- peer support
- involvement of specialist partner agencies
- counselling

When a child or young person has been involved in bullying behaviour Oban High School will ensure that parents or carers are informed in consultation with their child or young person and will actively seek their support in implementing a resolution to the bullying incident. Oban High School will help those who engage in bullying behaviour to understand the impact of their behaviour and support them to change it.

7. Recording and monitoring

Accurately recording incidents of bullying allows Oban High School to ensure that appropriate response and follow up has been issued. It helps Oban High School to monitor the effectiveness of its statement and practice and can also help identify a need for training.
Monitoring bullying incidents can provide information on recurring patterns, including:

- involvement of particular children and young people, staff or other adults
- where and when bullying takes place
- aspects of prejudice or discrimination underlying bullying
- action taken or resolution at an individual or organisational level
- consideration of personal or additional support needs

All reported incidents will be taken seriously, investigated and appropriate action taken. It should be noted that this can have an adverse effect if young people will not tell an adult because they think it will get blown out of proportion and make matters worse. It is important to stress that members of staff are approachable and pupils can trust them. The message conveyed should be, “Anyone with a concern about bullying will be listened to and taken seriously.”
Incidents of bullying must be recorded systematically within education establishments and procedures must be followed. Each bullying incident must be recorded in the Pupil Personal Record and also entered on SEEMiS pastoral notes as a significant event.
A standard proforma is also used in Oban High School. Records must be kept up to date within educational establishments using this proforma and this information will be collated centrally at the end of each session as per national requirements. As SEEMiS develops it is envisaged that this information will recorded electronically which will facilitate collation.
The above guidance is provided in the knowledge that Oban High School have in place an effective statement on anti-bullying and appropriate strategies for implementing their statement.

8. Management and coordination

All establishments will identify a senior member of staff whose responsibility it will be to oversee the statement and its implementation, responses to and recording of incidents, and the development of a positive ethos.
Establishments will involve staff, children and young people and parents/carers when developing and evaluating the effectiveness of their establishment’s anti-bullying statement.

9. Equality Impact Assessment

This policy is in accordance with Argyll and Bute Council’s Equalities and Diversity Policy. It supports the Council in its duty to eliminate discrimination, treat people fairly and with respect and promote good relations between diverse groups.

10. Policy review
There is an Argyll and Bute Council policy review May2019 in draft form at the moment.

Appendix 1

Links to Curriculum for Excellence
Within Curriculum for Excellence, Health & Wellbeing is a core element and is regarded, alongside Literacy and Numeracy, as being the 'responsibility of all'. Each child and young person can expect their learning environment to support them to:

- develop their self-awareness, self- worth and respect for others;
- meet challenges, manage change and build relationships;
- experience personal achievement and build resilience and confidence;
- understand and develop their physical, mental and spiritual wellbeing and social
- skills;
- understand that adults in the school community have a responsibility to look after
- them, listen to their concerns and involve others where necessary;
- assess and manage risk and understand the impact of risk-taking behaviour;
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Within Curriculum for Excellence there are specific Health & Wellbeing outcomes which children and young people would expect to achieve as part of their learning experience. Those of key relevance to the implementation of this policy and provide learning opportunities for children and young people to understand the purpose and implications of this policy are listed below.

Mental & Emotional Wellbeing
I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. ***HWB (0-4)-05a***
I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. ***HWB (0-4) – 06a***
I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. ***HWB (0-4) – 07a***
I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. ***HWB (0-4) – 08a***
Social wellbeing

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. ***HWB (0-4) – 09a***

Physical wellbeing

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. ***HWB (0-4) – 16a***

Relationships

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. ***HWB(0-1)–44a***

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. ***HWB(0-1) – 44b***

I am aware that positive friendships and relationships can promote health and the health and wellbeing in others. ***HWB2 –44b***

I understand and can demonstrate the qualities and skills required to sustain different types of relationships. ***HWB (3-4) – 44b***

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. ***HWB (0-4) – 45b***

I recognise that we have similarities and differences but are all unique.

HWB (0-4) – 47a

Technology

I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others.

TCH (1-2) – 08a

Appendix 2
Support and Resources

Child Exploitation and Online Protection Centre (CEOP)
http://www.thinkuknow.co.uk
The CEOP website provides information and advice on keeping children and young people safe online. It hosts '*Thinkuknow*' which has interactive programmes for children and young people, parents/carers and those working with children and young people on this topic.

ChildLine
http://www.childline.org.uk/Pages/default.aspx
CHILDREN 1ST runs ChildLine Scotland on behalf of the NSPCC. There is also a ChildLine anti-bullying helpline in Scotland (0800 44 1111) specifically for children and young people who are the victims of bullying or who are bullying other young people.
The training and outreach team at ChildLine Scotland works with schools raising awareness of ChildLine and the issues faced by children and young people.

Enable Scotland
http://www.enable.org.uk
Enable Scotland is a charity run by its members campaigning for a better life for children and adults with learning disabilities and to support them and their families to live, work and take part in their communities. A report published in 2007 found that 93% of children and young people with learning disabilities are bullied. Enable Scotland, in partnership with respect*me*, have created a web site specifically to help adults tackle the bullying of children and young people with learning disabilities (**http://www.enable.org.uk/campaigns/current-campaigns/Pages/Speak-Up-Anti- Bullying-campaign.aspx**). Enable Scotland also provides training on disability awareness.

Lesbian, Gay, Bisexual and Transgender (LGBT) Youth Scotland
http://www.lgbtyouth.org.uk
LGBT Youth Scotland provides direct services including groups, outreach, volunteering, advice and support, and actively campaigns to influence policy and improve services for LGBT young people and the wider LGBT community. Work with young people in schools includes interactive awareness raising sessions for young people. LGBT Youth Scotland has also trained young people in peer education to deliver LGBT awareness sessions in schools and other settings. LGBT Youth Scotland has also developed resources and support including the toolkit for teachers: *Dealing with homophobia and homophobic bullying in Scottish schools,* funded by the Scottish Government and developed in partnership with Learning and Teaching Scotland. The toolkit aims to increase awareness of the needs of LGBT young people in school, and to support school staff to develop skills and confidence in challenging prejudice and dealing with homophobic bullying; priorities which were identified in research with schools.

ParentLine
http://www.children1st.org.uk/parentline

ParentLine Scotland (0808 800 2222) is the free confidential helpline for anyone concerned about or caring for a child in Scotland to call about any issues affecting their children or family life. The helpline provides emotional and practical support to parents whose children are being bullied, either at school or within the community.

Respectme

http://www.respectme.org.uk/

Respect*me* is the Scottish Government funded anti-bullying service. Their highly interactive website provides guidance, support, advice, e-learning and further interaction through social networking to all stakeholders. Respect*me* develop resources both for training and awareness raising that are widely distributed across the country free of charge. These include *Cyberbullying…Are you switched on?, Bullying…What can I do?* - a leaflet for children and young people jointly developed with ChildLine, and *Bullying…You can make a difference*, for parents and carers.

The Scottish Association for Mental Health (SAMH)

http://www.samh.org.uk

SAMH is a national mental health charity dedicated to mental health and wellbeing for all. They provide support to people who experience mental health problems, homelessness, addictions and other forms of social exclusion through 84 direct services across Scotland and campaign to influence policy and legislation to ensure they provide a framework to enable individuals to improve their life experiences and opportunities. SAMH is committed to progressing anti-bullying work across Scotland as we understand the mental health impacts of bullying behaviour both for children and adults. SAMH also Chair the management partnership for *See Me*, Scotland's antistigma campaign.

Scottish Traveller Education Programme (STEP)

http://www.step.education.ed.ac.uk

STEP is based at the University of Edinburgh and funded by the Scottish Government. STEP provides information, advice and support to professionals engaged in enabling Scotland's travelling families to access education and web links for children and young people to a range of different websites, providing information and contacts with travellers and people working with them to support their cultures and life-styles.

STEP's remit includes supporting developments in inclusive educational approaches for Scotland's Travelling Communities and to address racism, harassment and bullying.

Show Racism the Red Card

http://theredcardscotland.org

Show Racism the Red Card is an anti-racist educational charity. They aim to combat racism through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others. They achieve this through producing educational resources, developing activities to encourage people, including young people, to challenge racism, and through challenging racism in the game of football and other sports. Show Racism the Red Card also provides training opportunities to those working for or with children and young people to raise awareness of issues of racism and the impacts on young people, examining how race equality can be promoted through *Curriculum for Excellence*.

Stonewall Scotland
http://www.stonewallscotland.org.uk/scotland
Stonewall Scotland works to achieve equality and justice for lesbian, gay, bisexual and transgender people in Scotland. They help schools tackle homophobic bullying and provide safe and positive learning environments for all children and young people by providing training for staff and a number of resources. These include research reports on teachers' and children and young people's experiences and guides for staff such as 'Challenging Homophobic Language', 'Supporting LGB Young people' and 'Including Different Families'.
Cool2Talk Offers a confidential one-to-one online service for children and young people.

LGBT Youth Scotland This organisation provides a comprehensive range of resources, policies and guidelines which can be downloaded for free as well as the *LGBT Youth Charter* (which is not free). Their aim is to make Scotland 'the best place to grow up for LGBTI young people'.

Parents Enquiry Scotland This is an organisation that provides support and information for parents of LGBTI children and young people.

Bullying…a guide for parents and carers (*respectme*, 2016)

CHILDREN 1st This organisation runs ChildLine Scotland and works with Scotland's vulnerable children and young people to improve outcomes in their lives.

Bullying UK (0808 800 8222). This organisation provides helpful information on online bullying. Enquire This organisation offers support and advice for parents, children and young people, raising awareness of their rights to support for their learning needs. They also offer an advocacy service for children 12 to 15. They can be contacted through their website or by telephone:0845 123 2303.

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Oban High School Pathway of Procedures for Bullying Incidents

(3 pages)

Pupil Reports Bullying

Pupil personally approaches:

- ✓ Guidance Teacher, Tutor, Subject Teacher
- ✓ Non-teaching, trusted member of staff
- ✓ Support staff
- ✓ Designated member of staff (Peter Bain)

Parent/Carer or Friend of Pupil Reports Bullying

Parent/carer/friend of pupil approaches:

- ✓ Guidance Teacher, Tutor, Subject Teacher
- ✓ Trusted member of staff

- ☐ Pupil meets with Guidance teacher
- ☐ Guidance teacher speaks to other pupils involved
- ☐ Logged as incident on Click & Go

- ☐ Pupil meets with Guidance teacher
- ☐ Discussion of the facts and statements from all parties taken
- ☐ Information reviewed and decision made
- ☐ Parents of pupils involved are contacted
- ☐ Identify suggested ways forward
- ☐ Logged as incident on Click & Go

- ☐ Restorative meeting (with question prompts and cards)
- ☐ Peer mediation
- ☐ Monitor from a distance

ce Respect

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If issue unresolved

Guidance Teacher/SLT/Pupil receiving bullying behaviour

- ☐ Parents invited into school
- ☐ Update and ensure good lines of communication, overview of actions taken
- ☐ Parents advised to monitor progress
- ☐ 1:1 support for pupil; possible counselling
- ☐ Logged as incident on Click & Go

If issue unresolved

Guidance Teacher/SLT/Pupil receiving bullying behaviour

- ☐ Parents invited into school
- ☐ Update and ensure good lines of communication, overview of actions taken
- ☐ Use support from Guidance staff
- ☐ 1:1 support for pupil; possible counselling
- ☐ Logged as incident in Click & Go

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Guidance Teacher/SLT/Pupil demonstrating bullying behaviour

- ☐ Statements taken, including all parties e.g. independent witnesses
- ☐ Meeting with parents
- ☐ Pupil referred for 1:1 support programme
- ☐ Discuss appropriate sanctions and placed on report card
- ☐ Staff notified/closer supervision
- ☐ Logged as incident on Click & Go

Guidance Teacher/SLT/Pupil demonstrating bullying behaviour

- ☐ Statements taken, including all parties e.g. independent witnesses
- ☐ Meeting with parents and letter sent home
- ☐ Pupil referred for 1:1 support programme; potential referral to police
- ☐ Appropriate sanctions could include loss of social time/isolation, fixed-term exclusion
- ☐ Staff notified/closer supervision
- ☐ Logged as incident in Click & Go
- ☐ Guidance staff discuss bullying in Assembly/PSEd/Tutor time

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If issue unresolved

Guidance Teacher/SLT/Pupil receiving bullying behaviour

- ☐ Parents invited into school
- ☐ Update and ensure good lines of communication, overview of actions taken
- ☐ Use support from Guidance staff
- ☐ 1:1 support for pupil; possible counselling
- ☐ Logged as incident in Click & Go

Guidance Teacher/SLT/Pupil demonstrating bullying behaviour

- ☐ Parents invited into school and letter sent home
- ☐ Extended fixed-term exclusion/reintegration with Guidance/SLT link/Headteacher/possible reduced timetable/phased reintegration
- ☐ Involvement of outside agencies; police informed
- ☐ Logged as incident in Click & Go