



WEBSTER'S HIGH SCHOOL

ANTI-BULLYING POLICY



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AIMS AND VALUES OF THE SCHOOL

Vision Statement

Our vision is to be a community where individuals feel valued, safe and respected, are supported to develop resilience and determination and are inspired to a lifelong passion for learning.

Values

We value: Appreciation, Ambition, Kindness and Respect

- We believe that every individual in our community should be treated with dignity, kindness and respect. We value and recognise the contribution of every member of our community.
- We believe that young people should be supported to acquire the academic, vocational, personal and interpersonal skills required to become lifelong learners, problem solvers and creative thinkers. As a community we work hard to maintain our tradition of high achievement and academic attainment.
- We believe that young people should be globally and environmentally aware and supported to understand, develop, and demonstrate the values associated with moral and ethical conduct so that they may contribute fully as a member of a democratic society.
- We believe that individuals should have the courage to accept responsibility for their actions and decisions and we encourage this ethos through restorative approaches.
- We believe that respectful communication is essential and as a community, we work hard to foster and promote good mutual communications.
- We strive to be a happy, self-motivated community with excellent leadership at every level.
- We work hard to develop and maintain our strong links with the Kirriemuir community.



RATIONALE

At Webster's High School we want our young people to feel safe and secure and able to build positive relationships with their peers and adults alike.

To do this we aim to provide a supportive environment that promotes mutual respect and compassion. Bullying behaviour can massively impact on wellbeing and can affect participation, attainment and inclusion. We strive to ensure a holistic approach to build capacity, resilience and skills in young people to prevent and deal with bullying. We also seek to support parents and carers in their role,

Pupils, staff and parents/carers all have a duty in relation to bullying and expectations in this regard are outlined in:

- ♦ The Getting it Right for Every Child national approach in Scotland
- ♦ The Equality Act 2010 provides protection from discrimination, harassment and victimisation based on a range of protected characteristics. Any bullying related to these characteristics is unacceptable. The protected characteristics defined in the Act are:
 - Disability
 - Age
 - Gender Reassignment
 - Pregnancy and Maternity
 - Marriage and Civil Partnership
 - Race
 - Sex
 - Religion or Belief
 - Sexual Orientation
- ♦ The United Nations Convention on the Rights of the Child where bullying behaviour is a breach of the Convention (Article 19: You have the right to be protected from being hurt and mistreated in body or mind.)

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 order for these outcomes to be achieved, children should be: safe, healthy, achieving, nurtured, active, respected, responsible and included.

FACTS AND FIGURES FROM FOCUS GROUPS

- ◆ 58% of our parents and carers who completed our questionnaire said that they have witnessed some form of bullying.
- ◆ 80% of the pupils in our focus group said that bullying mainly takes place over social media.
- ◆ 90% of staff who completed our questionnaire said that the main type of bullying they see/hear in school is verbal.
- ◆ 38% of the parents and carers who completed our questionnaire said they were not sure who they would contact if they wanted to report an incident.



CLASS TEACHER:

"IF I SEE OR HEAR BULLYING BEHAVIOUR, I CHALLENGE IT IMMEDIATELY WITH THOSE INVOLVED THEN REPORT IT TO PT PCS OR SMT."



PARENT/CARER:

WHAT DO YOU THINK SHOULD BE INCLUDED IN A SCHOOL ANTI-BULLYING POLICY THAT WOULD HELP EVERYONE IN SCHOOL TO FEEL SUPPORTED?

"CLASS DISCUSSIONS, PARTICULARLY IN THE YOUNGER YEAR GROUPS."



SCHOOL PUPIL:
WHAT SHOULD SOMEONE WHO IS BEING BULLIED DO?

"TELL A TEACHER RIGHT AWAY.
OR GO TO YOUR PCS TEACHER"



BULLYING BEHAVIOURS

Scotland's definition of 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 (2024)

Children and young people will naturally fall in and out of friendships in the course of growing up. Such difficulties, disagreements or conflicts might be relatively minor and short-lived. At times pupils may need support to resolve such conflicts. Many people may believe that children and young people who bully others must be punished for their behaviour. This type of response can be ineffective, breed resentment and make situations worse as a child or young person can be resentful of punishment rather than reflective of their actions. Children and young people require the opportunity to hear about and face up to the harm and distress they have caused others. Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation.

Unresolved conflict could lead to bullying. When talking about bullying, it is important not to label 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.

Young people need help to understand why bullying behaviour is wrong in order to change their ways. It is important to recognise and acknowledge bullying behaviours so that these can be identified and addressed.



BULLYING BEHAVIOURS

BULLYING BEHAVIOUR CAN HARM PEOPLE PHYSICALLY OR EMOTIONALLY AND, ALTHOUGH THE ACTUAL BEHAVIOUR MIGHT NOT BE REPEATED, THE THREAT THAT IT MIGHT CAN BE SUSTAINED OVER TIME, TYPICALLY, BY ACTIONS: LOOKS, MESSAGES, CONFRONTATIONS, PHYSICAL INTERVENTIONS, OR THE FEAR OF THESE.



This behaviour 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.
- Being targeted because of who you are or who you are perceived to be (face to face and/or online).
- Discriminatory language even if not directed at an individual, e.g., 'that's gay' if someone perceived this to be negative.



ONLINE BULLYING

For children and young people, online environments are social spaces where they can spend time and meet friends. Like any other place they visit, there are benefits and risks. Adults need to be engaged with children and young people about where they go online, just as they are when they go into town or to any other 'real' physical place.



Online bullying, or 'cyber bullying' as it is often referred to, should not be treated any differently: it is still about behaviour and impact. The behaviour is the same but it takes place online, usually on social networking sites and online gaming platforms, and can include a person being called names, threatened or having rumours spread about them. We will address online bullying in the same way as that which occurs in the 'real' world.

IMPACT OF BULLYING



It is crucial to take into account the impact that bullying behaviour has on a child or young person.

The impact of an incident is more important than whether it is classified as bullying. Being on the receiving end of bullying behaviour can leave people feeling helpless, frightened, anxious or depressed.

ARTICLE 12: I HAVE THE RIGHT TO BE LISTENED TO, AND TAKEN SERIOUSLY.



Roles and Responsibilities

Advice for pupils, staff and parents/carers: whether you are a person who is experiencing bullying behaviour, a person who is demonstrating bullying behaviour or a member of staff or parent/carer who is supporting someone who has experienced bullying, it is important that you know what is expected of you.

Role of the pupils:

- To be fully aware of the school's Anti-Bullying Policy.
- Report bullying behaviour to someone you trust, whether this be a member of staff, a parent/carer or a trained buddy. Once you have shared this information action can be taken in consultation with yourself to address this and ensure that the bullying behaviour stops.
- If you are aware of someone else who is experiencing bullying behaviour, challenge the behaviour (where safe and appropriate) and report it to member of staff, a parent/carer or a trained buddy.
- If you are displaying bullying behaviour and you don't know how to stop, speak to your PCS teacher who can support you to change.
- When dealing with a bullying incident it is important to be part of a restorative conversation with all parties involved.
- Understand the impact of your actions on others and treat people with respect.
- Engage positively with lessons around the topic of bullying in school.
- Pupils to be actively involved with writing and reviewing the Anti-Bullying Policy.

Role of all school staff:

- Be positive role models and work collaboratively to promote positive relationships.
- Listen and take children and young people seriously. It is important to pass on any concerns around bullying behaviour to PT PCS or SMT.
- To be fully aware of the school's Anti-Bullying Policy.
- Staff members to be involved in the writing and regular updating of the policy.
- To support the young person who has experienced bullying behaviour or who has demonstrated bullying behaviour. Listen and respond accordingly.
- Evaluate their practice regularly.

ARTICLE 12: I HAVE THE RIGHT TO BE LISTENED TO, AND TAKEN SERIOUSLY.



Role of Principal Teacher of Pupil Care and Support and Senior Management Team:

- To be fully aware of the school's Anti-Bullying Policy.
- To fully understand and follow the procedures for recording, managing and monitoring bullying incidents.
- Investigate matters thoroughly. Take appropriate action and keep parents/carers informed.
- Record incidents using the SEEMIS bullying and equalities tool
- Agree a plan for ongoing support as necessary and share this information with parents/carers.
- To share relevant information concerning individual Pupils and incidents of bullying with the young person's parent/carer or other professionals as required, to ensure safety at all times.
- Encourage children and young people to develop necessary skills such as self-awareness and self-esteem, coping strategies, assertiveness and resilience

Role of parents/carers:

- Be aware to the schools Anti-Bullying policy
- Treat others with respect and promote positive respectful relationships
- Be aware of any changes in your young person's behaviour. Any change is worth noting.
- Monitor your young person's online activity and refer to useful sources of information regarding internet safety. (See appendix)
- Support your young person in learning about bullying and share the anti-bullying message. (See appendix)
- Contact the school as soon as possible should any concerns arise and ask to speak to the child's PCS teacher.

Clova: Mrs. Little

Isla: Mrs. Chalmers

Moy: Mrs. Anderson

Prosen: Miss McInally (Acting – Miss Houston)

- If the bullying behaviour is persistent then keep a record: who, what, when, where and inform your young person's PCS teacher.
- Work in partnership with the school to support your young person, whether your young person is experiencing bullying behaviour or displaying bullying behaviour.



INVESTIGATING REPORTS OF BULLYING

The member of staff to whom the incident is first reported, or who has witnessed the incident, will take the incident seriously. They will inform the relevant Pupil Care and Support teacher who will then inform the Year Head. The investigation into the incident will then include the following steps:

- Speak with the pupil(s) involved.
- Speak with any witnesses to the behaviour or incidents.
- Listen to the individual perspectives of all involved.
- Ask the pupil(s) experiencing bullying behaviour what they wish to see resulting from the investigation.
- Support the pupils involved to work through what has happened and find a resolution through a restorative conversation.
- Make it clear that the type of behaviour exhibited is unacceptable.
- Work with the person displaying bullying behaviour to make them aware of the impact of their actions on others.
- Support the person displaying bullying behaviour using restorative practices to improve their behaviour and prevent a recurrence.
- Involve members of staff including, if appropriate, staff in other agencies who can support the young person experiencing bullying behaviour and the person displaying bullying behaviour.
- Inform parents/carers of the incident and any action taken, seeking to work in partnership.
- If this type of behaviour persists, further action may be taken against the pupil or pupils displaying bullying behaviour.
- Record the incident and action taken using the SEEMIS Bullying and Equalities tool.

Support for the young person experiencing bullying behaviour is given immediately following the incident and a plan of support put in place if required. This support will normally be provided by the Pupil Care and Support staff, our school Resource Worker, or we may liaise with other voluntary organisations who can provide support if necessary.

RECORDING AND MONITORING

All incidents of bullying behaviour will be recorded via the SEEMIS Bullying and Equalities tool at the request of Angus Council.

The following information will be recorded:

- The 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 characteristics. Any
- action that has been taken.
- The anti-bullying record is a secure, digital recording system and procedures for maintaining and monitoring the log adhere to Data Protection principles.

PREVENTING BULLYING AT WEBSTER'S HIGH SCHOOL

Webster's High School employs a range of proactive, preventative strategies to reinforce the message that bullying is never acceptable. Examples of these include:

- Variety of activities during Anti-Bullying Week.
- Anti-Bullying lessons throughout the PSE curriculum:

Physical/emotional/mental bullying

Relationships

Homophobia

Gender equality

Race

Social class

Cyber bullying

PREVENTING BULLYING AT WEBSTER'S HIGH SCHOOL CONT.

- ♦ Wellbeing lessons.
- ♦ Mindfulness in Schools programme.
- ♦ Support for pupils from School Resource Worker and via Nurture Groups.
- ♦ Mentors in Violence Prevention (MVP) Programme.
- ♦ Anti-Bullying Ambassadors Programme.
- ♦ Rights Respecting Schools Programme.
- ♦ Trained Buddies.
- ♦ Nurture room/breakfast club.
- ♦ Adults modelling behaviour that is respectful, nurturing and caring.
- ♦ Random acts of kindness promoted at various times throughout the year.
- ♦ Ethos/school vision/campus standard.
- ♦ Pupils encouraged to speak out.
- ♦ Assemblies.

STOP
BULLYING



FURTHER INFORMATION AND ADVICE



Childnet



Childnet International works in partnership with various organisations to help make the internet a safe place for children. Visit <https://www.childnet.com/>

Childnet is a non-profit organisation working with others to help make the internet a great and safe place for children.

<https://www.childnet.com/blog/free-internet-safety-resources-for-parents>

Internet Safety



NSPCC



National Society for the Prevention of Cruelty to Children.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

Further information on homophobic bullying and supporting lesbian, gay, bisexual and transgender young people – visit LGBT Youth Scotland:

<https://www.lgbtyouth.org.uk/>

LGBT Youth



CEOP



The Child Exploitation and Online Protection Centre website provides information and advice for online safety. Visit

<https://ceop.police.uk>

FURTHER INFORMATION AND ADVICE



Childline



If a child is being bullied and would like to speak to an adult in confidence, they can contact ChildLine on 0800 1111. ChildLine's website has a bullying section for young people and adults. Visit:

<https://www.childline.org.uk/>

As a parent, if you are worried about your child and would like further information or advice, you can visit:

<https://www.children1st.org.uk/help-for-families/parentline-scotland/>

Children 1st



Respectme



Scotland's Anti-Bullying Service. This website offers practical advice and guidance for adults on addressing bullying behaviour. There is also a section specifically for children and young people offering practical advice on what to do if they're being bullied, you can visit:

<http://respectme.org.uk/>

More information in regards to the rights of the child:

<https://www.unicef.org/child-rights-convention>

UNICEF



Cool2talk



A safe space for young people age 12 and over. cool2talk provides a safe space where young people can get their questions answered accurately and without judgement. We respond to all questions within 24 hours.

<https://cool2talk.org/>

We support women, including trans women, and young people of all genders (aged 11-18), who have experienced any form of sexual violence, abuse or exploitation in their lives. We promote equality and raise public awareness of the routes of sexual violence and its damaging and life-changing effects.

www.wrasac.org.uk/young-people

WRASAC



FURTHER INFORMATION AND ADVICE



Angus Council Anti-Bullying Policy:



Click to download:

<https://www.angus.gov.uk/sites/default/files/2026-04/Angus%20Anti-bullying%20policy%20February%202026.pdf>

