ANTI- BULLYING POLICY & PROCEDURES

This policy outlines a structured approach to promoting respect, preventing bullying, and providing effective support; creating a foundation for a safe and positive school environment

Updated Session 25-26
Review date: Session 28-29

A guide for our whole school community to ensure Calderglen is a safe and positive school environment for all

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1.RATIONALE

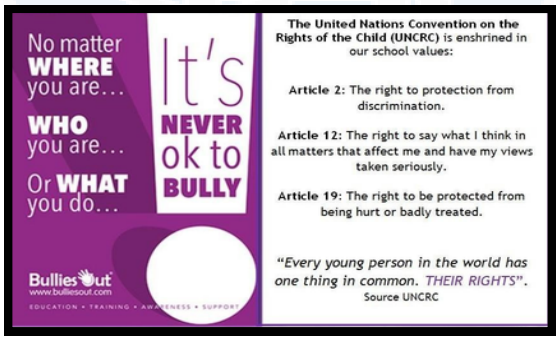
Working Together to Inspire Learning and Shape the Future

'We Are <u>All</u> Calderglen'

At Calderglen High School, our values and ethos hold the utmost significance. We are dedicated to fostering an inclusive learning atmosphere where the care and wellbeing of every pupil is our top priority. Consequently, we maintain a zero-tolerance policy towards bullying and believe that respect should be mutual amongst **all** members of our school community every day.

Our goal is to ensure that our students and staff, alongside our parents/carers and wider school community, share a common understanding of this policy and collaborate to implement it effectively.

Our vision for Calderglen is for our community to be free from stigma and inequality; where every young person has the right to, and experiences, the best learning environment and support to promote continuous positive wellbeing, enabling them to achieve their potential.



The Scottish Government made history in January 2024 by becoming the first part of the UK to integrate the United Nations Convention on the Rights of the Child (UNCRC) into law (1). This positions us at the leading edge of procedures and policies at Calderglen High School. Bullying violates children's rights, and it is crucial that students, parents, and staff understand this. This policy is designed to ensure that our Anti-Bullying Policy and Procedures are implemented consistently, safeguarding children's rights in relation to bullying, all supported by our approach to wellbeing: **Promote, Prevent & Provide.** This policy reflects South Lanarkshire Council's position that every child and young person has the right to be free from fear, discrimination, intimidation, harassment and social exclusion. The Council recognises that bullying compromises children's rights under the United Nations Convention on the Rights of the Child (UNCRC).

(1) - United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024

2.OUR APPROACH TO WELLBEING

At Calderglen High School, the basis of our approach to promoting and supporting positive wellbeing is founded on the philosophy of our Wellbeing for All policy (2); promote, prevent, and provide, with each aspect encompassing the following:



Promote

- Cultivating a respectful and inclusive school environment through regular assemblies, class discussions, and school-wide campaigns centred on respect, kindness, and empathy.
- Incorporating respect and anti-bullying education into the curriculum, including dedicated lessons on emotional intelligence, conflict resolution, and digital citizenship.
- Actively engaging the school community by involving pupils, staff, and families in shaping a culture of respect, encouraging open dialogue, and inviting feedback on expectations regarding behaviour.

Prevent

- Establishing clear expectations for respectful behaviour across all areas of school life while guiding students in recognising and reporting bullying, helping them understand their role in prevention.
- Offering early intervention and training staff to identify bullying signs and respond promptly, ensuring that issues are addressed before they escalate.
- Creating peer support systems through buddy programs where older pupils mentor younger peers, fostering a safe and welcoming environment.

Provide

- Offering accessible resources and support systems for students experiencing bullying or displaying bullying behaviours, including counselling and restorative practices.
- Implementing consistent procedures for investigating, documenting, and addressing reports of bullying, emphasising transparency and accountability.
- Utilising surveys, focus groups, and feedback to evaluate the effectiveness of anti-bullying measures, allowing us to continually enhance this policy.
- Work in collaboration with partner agencies e.g. Chaplaincy Team, NHS, Scottish Action for Mental Health (SAMH), RESPECTME, Lanarkshire Association for Mental Health (LAMH) and Police Scotland to promote wellbeing.

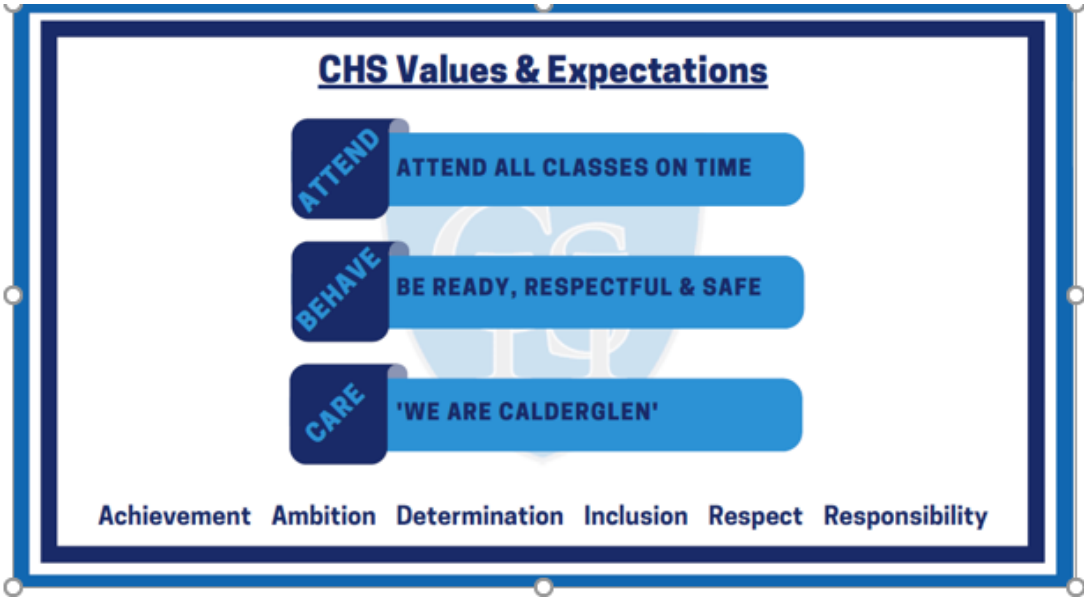
(2) - Calderglen High School Wellbeing For All Policy

3. VALUES AND EXPECTATIONS

Promoting the values of Calderglen High School

The shared values of Calderglen High School of **achievement**, **ambition**, **determination**, **inclusion**, **respect** & **responsibility** are vital in supporting our young people to grow, develop and create the future that they want to experience.

In order to demonstrate and develop these values effectively our young people will be encouraged to follow the **ABCs** of being a pupil at Calderglen.



At Calderglen High School, we uphold a strong commitment to creating a safe and supportive environment for all students. The core expectations - **Attend, Behave, and Care -** guide our approach to ensuring that every individual is treated with dignity and respect. We expect students to attend school regularly, behave responsibly and respectfully, and care for one another by fostering kindness and empathy. The overarching value of respect shapes our school culture, encouraging positive interactions and standing firmly against any form of bullying. Students are encouraged to support each other, celebrate diversity, and work together to maintain a nurturing community where everyone feels valued and safe.

These expectations will be discussed regularly in assemblies, tutor groups, classes and during individual conversations with pupils to reinforce their importance in maintaining a positive learning environment within the school.

4.WHAT IS BULLYING?

In November 2024, the Scottish Government published updated guidance for schools and organisations, setting out the national approach to anti-bullying in Scotland. "Respect for All" focuses specifically on bullying between children and young people and aims to ensure that all sectors and communities, at a national and local level, are consistently and coherently contributing to a holistic approach to anti-bullying, including prejudice-based bullying. **In this guidance they define bullying as;**

"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 (3)

Bullying behaviour can include the following:

- Being called names, teased, put down or threatened face-to-face 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 phones
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

Protected Characteristics		
At Calderglen High School, we challenge all types of prejudice-based bullying and language, particularly ones targeted toward the protected characteristics identified in the **Equality Act 2010** (4), which are:		
Disability	Gender reassignment	Pregnancy & Maternity
Race	Religion or Belief	Sex
Sexual Orientation	Married or Civil Partnership	Age
There are other forms of prejudice which are also unacceptable, for example, prejudice towards body image, poverty, young carers, and care experienced young people.		

(2) - Calderglen High School Wellbeing For All Policy
(3) - Respect for All: The National Approach to Anti Bullying for Scotland's Children and Young People 2024
(4) - Equality Act 2010

5.THE EVOLVING NATURE OF BULLYING

Online Bullying

Online bullying, or cyberbullying, is a growing concern in Scotland, particularly among children and young people, as it involves the use of digital technologies like social media, messaging platforms, and mobile devices to harm others. Although traditional bullying behaviours like spreading rumours and exclusion still occur online, technology has made bullying more complex and widespread, including through non-consensual image sharing, fake accounts, and transient messaging. The rise in online gaming and virtual communities, along with the anonymity and rapid spread of content, has made bullying harder to detect and combat. Even though in-person bullying is more commonly reported, online bullying's pervasive nature, intensified by the pandemic, has increased risks.

Digital Rights and Responsibilities

All of our staff and young people are bound by an IT acceptable user agreement. If any online bullying takes place on school issued equipment then the use of such technology may be restricted. Our **Mobile Phone Policy and Procedures** (5) has outlined guidance about responsible mobile phone use in school to not only minimise disruption to learning, but reduce the opportunities for mobile phones to be used inappropriately in the school environment.

While the school takes all reports of bullying seriously, staff are not normally able to investigate incidents that occur outside of school. In these situations, our role is to provide appropriate support in school and to ensure that pupils are educated about staying safe online. This includes teaching online safety, digital literacy and awareness of online harms through our PSE programme.

The information provided will be logged in pastoral records and shared with relevant staff. This allows us to support the wellbeing of our young people, and to remain vigilant in our school around relationships and any impact on learning or behaviour.

(5) - Mobile Phone Policy and Procedures

5.THE EVOLVING NATURE OF BULLYING

Promoting Digital Literacy & Responsible Technology Use

As a school we play a key role in educating students and the wider community about digital literacy, responsible technology use, and fostering a respectful environment to mitigate these issues. Online bullying can have serious, lasting effects, and should be addressed with the same urgency as offline bullying, with tailored responses to support those affected. Some online behaviour may be illegal, and young people need to be made aware of the far reaching consequences of posting inappropriate or harmful content online. In these instances, we will work with families to escalate such situations with outside agencies such as Police Scotland, and work with our Campus Police Office PC O'Brien to ensure young people are aware of the serious nature of these types of behaviour, promoting a safe environment for all.

Financially Motivated Sexual Extortion

In 2024 the National Crime Agency issued an alert to schools and parents regarding financially motivated and sexual extortion, often referred to in the media as 'sextortion'. This is a form of child sexual abuse and should be reported to the police. **Appendix 1** of **South Lanarkshire's Treat Me Well Guidance** (6) provides more detail around this and how to seek support if you need it.

Appendix A highlights useful links and supports to help inform parents/carers around digital safety and how to best support your young person if you feel they are at risk of harm by anyone online. **Appendix D** outlines our safeguarding and child protection procedures if child concerns are raised around online and/or bullying behaviours.

(6) - Treat Me Well Guidance

6. BULLYING VS. CONFLICT

Children and young people falling out or having disagreements is a normal part of growing up and building relationships. Accidental bumps and knocks, not liking someone or expressing unpleasant thoughts or feelings regarding others can be painful or discomforting. It is important that they have opportunities to discuss how they feel and to develop resilience and emotional literacy in managing their relationships. Early intervention and prevention including the embedding of whole school values and restorative practices are key elements of an approach focused on ensuring we get it right for all of our children and young people. Where concerns are raised about behaviour that is deemed to be conflict rather than bullying, a child or young person may still need support to navigate the conflict or deal with the emotional impact.

Differentiating between Bullying Behaviours and Conflict

BULLYING BEHAVIOURS	CONFLICT
Bullying is not normal behaviour, and should never be seen as inevitable or acceptable.	Conflict is normal and can happen in healthy, happy, equal relationships.
Bullying occurs within social relationships and typically involves an imbalance of power that allows a relationship of dominance and subordination to emerge.	Usually at least one person doesn't want the conflict to go on unresolved, and will try to take action to improve the situation. It can highlight the importance of the relationship, providing a chance to build on strengths, solve problems, and move forward positively.
Resolution usually requires adult support, meaningful intervention and a change of behaviour in the instigating person. There can sometimes be an escalation from bullying to violence.	Healthy relationship conflict is not the same as bullying and is unlikely to lead to bullying as the people involved have a mutual interest in restoring equilibrium and maintaining connection.

7.UNCRC RIGHTS OF THE CHILD

Bullying is a breach of children's rights and at Calderglen we aim to ensure that all members of our school community are aware of their roles, responsibilities and act as positive, respectful role models to support young peoples' safety and wellbeing. The United Nations Convention on the Rights of the Child (UNCRC) is enshrined in our school values, and is at the centre of what we provide for our school community.

Rights Respecting School Award

The UNCRC, as a human rights treaty, guides us on the universal rights of all children and young people. Bullying impacts these rights, and at Calderglen we are raising awareness of children's rights through our journey as a Rights Respecting School. We were delighted to be awarded the Bronze RRSA Award in July 2024, and are well on our way towards the Silver Award.



Role of Pupil Voice in Decision Making

Our Youth Parliament, Pupil Action Group, and Rights Respecting Group play a crucial role in shaping policies that promote the rights of children, particularly in areas of wellbeing, inclusion, and bullying. These groups provide young people with a platform to express their views and opinions, ensuring that policies are reflective of their needs and concerns. By advocating for mental health support, inclusive practices, and safe environments, these groups help create a space where every child feels valued and heard. In the context of Calderglen, these youth-led initiatives can contribute to making the area the best place for young people by pushing for better facilities, anti-bullying measures, and programmes that promote equality and respect among peers. Their collective efforts help foster a community where young people can thrive, with their voices driving positive change for a more inclusive and supportive future.

8. RIGHTS AND RESPONSIBILITIES

Our policy aims to ensure that all members of our school community are aware of their roles, responsibilities and act as positive, respectful role models to support young peoples' safety and wellbeing.

In our school community, we have an extensive range of strategies and supports which aim to prevent and respond to instances of bullying, which we will outline in more detail throughout this policy. For example, our social media profile, pupil voice activities, Peer Supporters, Mentors in Violence Prevention, 'in focus' days/week, PSHE, drama productions, drop-in clubs & assemblies.

Every member of our school community has a role to play in creating a positive, safe climate for our young people to thrive which ensures attainment and achievement for all.

Young People of Calderglen High School:

WHAT IS EXPECTED OF YOU

- Treat others with respect and refrain from any bullying behaviour.
- Be aware of the school's anti-bullying policies and practices.
- Where safe and appropriate, challenge bullying behaviour.
- Share concerns with peers or trusted adults when necessary.
- Collaborate to create an environment where bullying cannot thrive.
- Provide feedback on ways to keep our young people safe.

WHAT YOU CAN EXPECT AT CALDERGLEN

- Know and adhere to our anti-bullying policy and strategies to prevent and address bullying.
- Be treated with respect, ensuring their rights are protected and honoured.
- Be included in discussions when developing policies and approaches to bullying, as well as in responses to bullying incidents.
- Be listened to, with their concerns taken seriously.
- Have choices regarding how to respond to bullying and options for reporting incidents (in person, online, or via helpline).
- Receive guidance and information about various services or resources that can address their specific needs or concerns, including those related to individual or protected characteristics.

RIGHTS AND RESPONSIBILITIES

Our Parents and Carers:

WHAT IS EXPECTED OF YOU

- Stay informed about anti-bullying policies and practices in any schools, clubs, or groups your child is part of.
- Collaborate to create an environment where bullying cannot flourish.
- Share any concerns regarding your child with the Head of House or House Depute Head Teacher as soon as possible.
- Participate in the school Parent Council or other appropriate forums to contribute to and gain insights about anti-bullying efforts.
- Foster positive and respectful relationships.
- Listen to young people and take their feelings seriously.
- Recognise the difference between bullying and typical friend conflicts, as disagreements are common.
- Be mindful of your child's wellbeing and watch for any changes in their behaviour.
- Keep an eye on your child's digital presence and document any evidence of bullying or abuse.
- Understand that certain incidents may need to be reported to the police.
- If issues arise, it is critical that you communicate with us and the staff involved and allow us to work collaboratively to develop a support plan and resolution for ongoing issues, to ensure all young people feel safe, respected and valued.

WHAT YOU CAN EXPECT

- We have a comprehensive anti-bullying policy and strategies aimed at preventing and addressing bullying that align with the "Respect for All" guidance.
- This policy and its associated strategies are effectively communicated through local channels, including relevant websites and social media platforms.
- Individuals should be informed and actively involved in the development of any new policies and practices, and participation is encouraged in shaping policies, approaches to bullying, and in discussions regarding the response to incidents of bullying.
- Concerns should be listened to, taken seriously, and individuals treated with respect.
- Individuals will be directed towards a variety of services or resources that cater to their specific needs or concerns, which may relate to individual or protected characteristics.
- Awareness of the complaint process, including escalation procedures at the local authority level, will be provided, ensuring individuals know how to file a complaint at the appropriate stages.

RIGHTS AND RESPONSIBILITIES

Our Staff and Partners:

WHAT IS EXPECTED OF YOU

- Understand and implement our anti-bullying policy while serving as a role model.
- In accordance with the GTCS and SLC code of conduct, staff must actively prevent and respond to bullying behaviour.
- All staff should foster a positive learning environment.
- Adhere to and promote our Pupil Charter and ABC's, while encouraging positive relationships and behaviour.
- Listen to our young people and address their concerns appropriately, reporting any issues to their Head of House.
- Utilise PSHE to educate, advise, and equip our young people with the skills to understand and manage such behaviours.
- Be cautious not to label someone as a bully; instead, focus on identifying specific bullying behaviours.

WHAT YOU CAN EXPECT

- Opportunities to engage in various training sessions focused on anti-bullying, fostering positive relationships and behaviour, promoting equality and diversity, and upholding children's rights.
- Access to support, resources, and materials provided by South Lanarkshire Council, Education Scotland, and RESPECTME.
- Assistance in addressing bullying and developing effective strategies.
- Involvement in the creation and refinement of anti-bullying policies and practices.
- Guidance and support from diverse organisations and service providers that specialise in representing the perspectives and experiences of young people, including those who are looked after, young caregivers, and individuals who identify with one or more protected characteristics outlined in the Equality Act 2010.

9. REPORTING, RECORDING AND PROCEDURES

Reporting Bullying at Calderglen High School

At Calderglen High School, pupils can report bullying in a number of ways — either by speaking directly to a trusted member of staff or through contact with our House Teams. All staff are trained to recognise and respond to bullying and are committed to acting promptly, sensitively, and appropriately.

Every pupil has the right to feel safe, respected, and protected. We take all concerns seriously and ensure they are addressed with care. Our priority is to listen, take action, and maintain clear and supportive communication with everyone involved.

Reporting & Recording Bullying Incidents



Our Family Liaison Officer, Mrs Hunter, can also help with any concerns and signpost supports available via email gw07hunterf@glow.sch.uk.

We are actively collaborating with our Pupil Parliament and Anti-Bullying Ambassadors to develop more approaches to reporting bullying concerns. This work aims to create a supportive environment where everyone feels heard. The school's anti-bullying policy will be updated to reflect these developments to ensure it meets the needs of our whole school community.

9. REPORTING, RECORDING AND PROCEDURES

Recording

- All staff at Calderglen High School are responsible for accurately reporting and recording any concerns about a pupil and ensuring this information is passed on to the appropriate Head of House.
- Our Heads of House are responsible for documenting information in the Bullying and Equalities record, as well as updating Pastoral Notes on SEEMIS.
- The Head Teacher and Depute Head Teachers (SLT) are also responsible for recording details in the Bullying and Equalities record and updating Pastoral Notes on SEEMIS.

Monitoring

- All staff must actively monitor any incidents and take appropriate action as necessary.
- As part of the monitoring process, Heads of House will monitor any incidents after two weeks to ensure no further concerns and to check in on wellbeing. They will update both the Pastoral Notes and the Bullying and Equalities record on SEEMIS.
- Heads of House will continue to monitor the situation and provide ongoing support as required.

Evaluating

- Heads of House will receive weekly update of Bullying & Equalities Logs to ensure action prompt and recorded. SLT will review incidents on a monthly basis at SLT meetings to ensure accurate and consistent recording, and evaluate impact of support. DHT with strategic overview of Bullying and Equalities will review termly to evaluate the impact of strategies, assess effectiveness of response and use this information to inform improvement planning.
- Education Resources will collect data from all schools and track bullying incidents on an annual basis. Data on racial incidents will also be monitored separately.
- The authority will gather feedback from students, parents, and carers through annual questionnaires to assess how bullying is being managed. The information collected will be used to:
  - Identify patterns in bullying behaviours
  - Evaluate the effectiveness of prevention strategies and awareness-raising initiatives
  - Assess the effectiveness of responses to bullying
  - Monitor the impact of these guidelines and policies
  - Support schools with Improvement Planning

Feedback

- It is essential to provide feedback to staff and parents who have reported incidents - this must be appropriate and comply with GDPR regulations.

Reporting at Authority Level

- Each year, South Lanarkshire Council will gather all relevant information regarding bullying and provide an annual report on the matter.

10. MANAGING INCIDENTS

All reported incidents of bullying behaviour are taken seriously at Calderglen High School. We deal sensitively with these offering support where necessary to restore positive relationships wherever possible. Incidents of suspected bullying should be reported to us as soon as possible. We endeavour to ensure there is effective early intervention in all instances of bullying and therefore avoid the need for formal action, however, we reserve the right to apply the following consequences if need be:

- Mediation and restorative approaches
- Verbal warning
- Ongoing contact with parents
- Parental meetings
- Formal exclusion

Depending on the seriousness of the incident, parents/carers may choose to involve the police if a crime has been committed. Pupils who are involved in bullying behaviours are subject to the school's disciplinary procedures. Serious incidents may lead to exclusion from school. **Appendix D** outlines our recording, monitoring and managing process to ensure a consistent and timeous response to incidents. **Appendix C** outlines our safeguarding and child protection procedures in relation to bullying.

It is also important to ensure the person involved in the bullying behaviour is also provided with ongoing support, guidance and, where appropriate, formal counselling to help change the behaviour which leads to bullying. In every case, the situation will be monitored over a period of months by our House Teams to ensure that there is no re-occurrence of behaviour which could lead to intimidation or harassment.

If you require any further information on how we are managing an incident or for further advice on next steps, please contact your child's house team in the first instance.

WHOLE SCHOOL PREVENTION

Whole School Prevent Strategy

It is crucial to acknowledge that bullying behaviour can exist in any school setting. Failing to recognise or address bullying would imply it is not being properly managed. At Calderglen High School we are committed to fostering a positive, caring, and supportive environment and actively promote a culture where such behaviour is not tolerated. Anti-bullying messages are reinforced through the following **prevent** strategies:

- **Anti-Bullying Week Activities** led by our key staff and young people, communicating the message that bullying will not be tolerated, and promoting supports and how to access them.
- **Kindness Assemblies** that emphasise the power of kindness and educate students on the harmful impact of bullying.
- **School Website** includes information about anti-bullying initiatives and supports.
- Our **school handbook** provides clear guidelines about bullying behaviour and the expectations we have for all students and wider school community.
- **Restorative Practices** are used to address incidents of bullying by fostering understanding between the victim and the perpetrator, helping to rebuild relationships.
- **Nurture Groups** are available to support vulnerable pupils and help them build resilience and coping strategies.
- Bullying is addressed as part of the Personal, Social, and Health Education (PSHE) curriculum, ensuring students learn about the various types of bullying and their impact.
- Staff and pupils have received **Leading in Mental Health First Aid** training to assist students who may be experiencing bullying or other emotional challenges.
- By encouraging **participation in extracurricular activities**, students can build positive relationships and a sense of belonging, which helps reduce bullying behaviours.
- Through PSHE, Computing, and Business Education, students receive education on **online safety** and how to prevent cyberbullying through programs such as CEOP and ThinkUKnow.
- Our **Anti-Bullying Ambassadors (Pupil Action Group) and MVP Ambassadors** are actively involved in various initiatives such as raising awareness of bullying, organising events, and delivering workshops to promote a safe school environment.
  Initiatives include:
  - LGBTQI+ group and related awareness activities
  - Anti-bullying workshops
  - Peer support drop ins and interventions
  - Other events that focus on promoting inclusion and kindness.

These strategies work together to create a supportive and inclusive atmosphere, where bullying is actively prevented and addressed.

WHOLE SCHOOL PREVENTION

Peer Support at Calderglen

Peer support is a crucial preventative strategy in supporting wellbeing and challenging bullying and prejudice behaviours. It empowers young people to support one another and address issues, with young people's rights and views at the centre. These programmes create safe spaces where students can learn to recognise and confront harmful behaviours, fostering empathy and understanding. By engaging peers as role models and mentors, these initiatives help educate youth on the importance of kindness, inclusion, and respect for diversity.

Our peer supporters at Calderglen are young people who have been trained to support others to learn and develop socially, emotionally and academically. Our supporters provide opportunities to speak to someone who will listen when the person does not want to, or is not ready to, go to an adult or professional with their worries or concerns.

We have a number of strands of peer support at Calderglen; each group trained by appropriate organisations and/or staff. Each strand is overseen by a trained member of staff who meet regularly with the young people.

PROMOTE:

- Raising awareness and knowledge of relevant topics and societal issues for young people, reducing stigma, inequalities and discrimination with the introduction of our Pupil Action Group and Rights Respecting Group.
- Provide opportunities for young people to get involved in wider life of the school and community and shape support and opportunities available to others.

PREVENT:

- Group work allowing for early intervention and peer networking.
- Partnership with agencies and organisations such as SAMH, No Knives Better Lives and Mentors in Violence Prevention (MVP).
- Challenge views and stereotypes to equip young people with the knowledge to make better, safer and informed choices and decisions through the work of our MVP and No Knives Better Lives Ambassadors.

PROVIDE:

- Safe space for young people to build confidence, resilience and friendships
- Ensure smooth and supported transition to high school with our S6 Buddy Programme.
- Drop in sessions to ensure universal support accessible to all young people led by our SAMH Mental Health Peer Supporters.
- Opportunities to build capacity in young people as leaders and role models to their peers.

11. WHOLE SCHOOL PREVENTION

Gender Based Violence

This policy cannot fully address all forms of gender-based violence, such as sexual harassment and assault, as these may constitute criminal offences and require a response out-with the scope of an anti-bullying policy. However, by understanding and tackling the ways that bullying can reinforce gender norms and stereotypes, we can help to tackle some of the behaviours that may lead to sexual harassment and other forms of gender-based violence; therefore, we may refer to this Anti-Bullying policy in addressing these issues. In addition to standing against bullying, we have also adopted a whole school approach to standing up against gender-based violence. We aim to support our young people by:

- Challenging gender stereotypes, homophobia and sexism.
- Offer a consistent message that all forms of gender-based violence are unacceptable.
- Sensitively approach issues of this nature.
- Where appropriate, referring those involved to specialist organisations such as Lanarkshire Rape Crisis Centre and Women's Aid for support and inserts in PSHE.
- Sharing ways on how to identify, respond and challenge gender-based violence through PSHE and our Mentors in Violence Prevention (MVP) senior peer supporter programme delivered by our MVP Prevention lead staff.

The school is committed to preventing LGBTQI+ bullying and will respond consistently to any reported or observed incidents. This includes behaviour directed at individuals because they identify as, are perceived to be, or have family members who are LGBTQI+, as well as being "outed" without consent or being subjected to malicious rumours. All members of the school community are expected to challenge inappropriate language, including homophobic, biphobic and transphobic language. Such behaviour is not tolerated, and the school is committed to ensuring a safe and respectful environment for all.

Safe Spaces and Supports

We have a number of supports and areas across the school to ensure everyone feels safe and supported during the school day, including break and lunchtime.

These include:

- Our Wellbeing Area, which is supervised each period by key staff. We have a number of intervention groups and supports running through this area, including our young carers group - please speak with Head of House for more information.
- Our LGBTQI+ Groups are offered at lunch time in Mrs Healy's room (B107) by some of our senior pupils. Calderglen have achieved the LGBT Youth Scotland Charter and work hard to ensure all of our young people feel they have a safe space and supports to achieve their potential.
- Our ASN Team offer space at lunchtime in our library, along with allocated classrooms across the school.
- Miss Sinclair and Miss McKay offer a space and drop in sessions for our Care Experienced young people, supported by Who Cares Scotland. See the notice board outside the English Base for more information.

APPENDIX A
ADDITIONAL RESOURCES FOR PARENTS & CARERS

Respect Me: Scotland's Anti-Bullying Service: The "Respect Me" anti-bullying service is a platform focused on raising awareness, offering support, training and learning resources, empowering people to take a stand against bullying.
www.respectme.org.uk

Kooth: Kooth is a free, safe, and anonymous online community offering tailored mental health and wellbeing support for young people aged 10-18 years (or up to 26 if care experienced) in South Lanarkshire. It provides counselling, helpful articles, discussion boards, a daily journal, and a chat function to access 1:1 support.
https://www.kooth.com/

Young Scot: Young Scot's website has a variety of articles and helpful resources, including a section dedicated to cyber bullying and how to seek support.
https://young.scot/get-informed/what-can-i-do-if-im-being-bullied-online/

Young Minds: Young Minds offer advice and support on how to manage and cope if you or someone you know is being bullied.
https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/

The National Bullying Helpline: Information and advice about all forms of bullying
Helpline: 0300 323 0169
Telephone: 0845 225 5787

Childline: Childline is a free, private and confidential service where young people can talk about anything. They are available online, or on the phone at any time. Tel:
Helpline: 0800 1111
https://www.childline.org.uk/

Treat Me Well Guidelines: The South Lanarkshire Council Treat Me Well Guidelines were written in conjunction with Respect Me and includes a great deal of information around policy and procedures in South Lanarkshire.
https://www.southlanarkshire.gov.uk/downloads/file/341/treat_me_well_anti_bullying_guidelines

Wellbeing South Lan: Wellbeing South Lan is a website created by young people across South Lanarkshire, working together with teachers and supported by staff from South Lanarkshire Council, NHS Lanarkshire and VASLan.
https://www.wellbeingsouthlan.co.uk/topics/being-bullied/

If you need any further advice, please get in touch with your child's Head of House: find contact details here.

APPENDIX B CONSULTATION WITH STAKEHOLDERS



Calderglen's Big Conversation consultation process began on **Monday 26 May 2025**. A community survey was made available for a two week period to ensure as many voices as possible could contribute. This was followed by focus groups with young people and staff, a parental focus group, and a presentation to our Parent Council.



We then consulted with our partners who are committed to supporting the implementation of actions identified through feedback from our school community.

Our key findings and proposed actions, drawn from both the survey and focus groups, are outlined below.

APPENDIX B CONSULTATION WITH STAKEHOLDERS

HGIOURS PUPIL FOCUS GROUPS

What we are doing well

- Pupils generally experience Calderglen as a safe, welcoming and inclusive school, where diversity, identity and equality are respected.
- Most pupils feel supported by trusted adults, particularly Heads of House, House Teams and wellbeing staff.
- Pastoral structures, including safe spaces, ASN provision and regular check-ins, help pupils feel supported when concerns arise.
- Pupils are aware of who they can speak to if they experience or witness bullying.
- Learning around values, rights, respect and equality supports positive relationships and inclusive attitudes.
- A strong sense of community and kindness contributes to pupils feeling safe and supported.

What could be improved

- Pupils would benefit from clearer guidance on the difference between bullying and conflict, including racist and discriminatory behaviour.
- Pupils want consistent staff responses to bullying, discrimination and inappropriate language.
- Pupils would like quicker responses and clearer follow-up after reporting bullying or wellbeing concerns, with more visible and accessible reporting routes.
- Pupils want reassurance that all reports are taken seriously and handled fairly.
- Some pupils feel anxious about speaking up and require additional reassurance and encouragement.

Our Commitment to Improving our Policies and Procedures

- Clarification on definitions of bullying, prejudice-based bullying and conflict.
- Strengthen expectations around consistent staff challenge and follow-up.
- Improve reporting and response procedures, including accessible and anonymous options.
- Creation of a 'Policy on a Page'.
- Embed a stronger focus on equality, inclusion and pupil voice.
- Ensure support approaches are respectful, equitable and responsive to individual needs.

These developments form part of ongoing commitment to self-evaluation and continuous improvement, ensuring our school community feels safe, supported and respected.

APPENDIX B CONSULTATION WITH STAKEHOLDERS

CALDERGLEN'S BIG CONVERSATION SURVEY

Strengths

- Almost all staff feel confident, well equipped, and supported to ensure learners feel safe, with strong collegiate support and clear access to wellbeing, advice, and guidance.
- Almost all staff feel safe and supported in their working environment and encouraged to achieve their personal and professional development goals.
- Staff demonstrate a strong commitment to inclusion and feel Calderglen supports young people and families from ethnic minority backgrounds well.
- Most pupils feel confident that staff know how to keep them safe and report having at least one trusted adult they can approach, including for sensitive issues.
- Pupils feel they are learning effectively about managing risk, including online safety, community engagement, and making informed decisions with peers.
- Most young people feel able to take responsibility for their own safety and the safety of others.
- Parents and carers feel confident that Calderglen provides a safe, nurturing, and supportive environment.
- Families are reassured by strong staff–pupil relationships, effective safeguarding arrangements, and an inclusive, welcoming school community for families from diverse backgrounds.

What could be improved

- While most staff feel supported in professional learning and development, there is scope to ensure greater consistency in this experience for all.
- Staff have identified opportunities to further strengthen inclusive practice through increased engagement with external partners and agencies.
- Continued reinforcement is required to ensure pupils consistently apply their understanding of safety, responsibility, and digital citizenship across all contexts, alongside greater consistency in staff feedback and responses to reported incidents.
- There are opportunities to further strengthen parental engagement through increased communication and involvement in inclusion, wellbeing, and safety initiatives.

Our Commitment to Improving our Policies and Procedures

Identified strengths reinforce our commitment to maintaining a strong culture of safety, trust, inclusion and positive relationships. Areas for development are directly informing policy review and improvement, ensuring:

- Clearer and more equitable access to professional learning and staff wellbeing support.
- A stronger emphasis on inclusive practice, including planned engagement with external partners and community groups.
- Continued focus on learner responsibility, particularly in relation to digital safety and risk-taking.
- Enhanced parental engagement and communication around wellbeing, safety and inclusion.
- More consistent feedback for pupils, ensuring all learners are aware of how to report concerns and how these are recorded, supported through the introduction of policy on a page & reporting summaries and QR code access.

Overall, this feedback is enabling Calderglen to build on existing strengths while taking targeted, evidence-based actions to further improve outcomes for staff, pupils and families.

APPENDIX C
SAFEGUARDING AND CHILD PROTECTION CONCERNS IN RELATION TO BULLYING

Keeping our Young People Safe

Bullying, including both face-to-face and online forms, can cause significant emotional and psychological harm, and may be rooted in prejudice related to characteristics like race, disability, or sexual orientation. While not always criminal, bullying can escalate into safeguarding concerns when it leads to sustained harm, fear, or when it overlaps with peer-on-peer abuse, hate crime, or harmful sexual behaviour.

Education and social work services will consider triggering an IRD when there is a risk of significant harm to a child from bullying or peer-on-peer abuse. Referral to the Reporter will be considered when there is an apparent need for compulsory measures. When a crime is reported, the police will investigate, respond and consider the need for an inter-agency referral discussion under child protection procedures as defined.

Safeguarding responses must consider the context and impact of the behaviour, and should be proactive, inclusive, and rooted in partnership with children, families, and professionals.

Any escalation of safeguarding concerns at Calderglen High School are dealt with by Mrs McDonald (Child Protection Coordinator) and Mr McDougall (DHT Child Protection) and follow usual safeguarding procedures as per our Child Protection Policy.



APPENDIX D
RECORDING AND MONITORING PROCESS

Recording of Bullying Incidents
Updated Guidance August 2023

Stage 1

Alleged bullying behaviour is reported to a member of school staff by:
1.The young person who is experiencing it
2.Another young person or staff member as witness
3.By parent/carer

Stage 2

1.Incident to reported to designated person—either Head of House or House DHT
2.Head of House and/or DHT will speak directly to the person reporting the bullying behaviour

Stage 3

HoH/DHT/HT records incident on Seemis Bullying and Equalities Module

Stage 4

Investigation carried out by school and pupil experiencing bullying parents/carers informed

Outcome 1: BULLYING CONFIRMED

Action taken to support young person experiencing and young person displaying bullying behaviours. Seemis Module updated

Outcome 2: NO EVIDENCE THAT BULLYING TOOK PLACE

School responds to original concern explaining outcome of investigation. Further action may be necessary to resolve any outstanding concerns. Seemis module updated to record **unfounded**.

If the situation cannot be resolved, DHT/HT will inform on next steps and escalation. South Lanarkshire's Treat Me Well Guidelines (see Appendix A) includes information that may be useful.