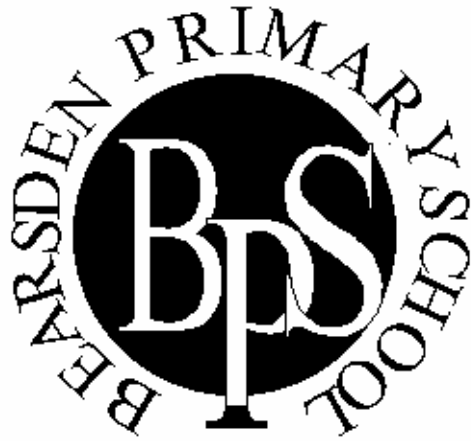


Bearsden Primary School



Anti-Bullying Guidelines

'Respect for All has a fundamental role to play in helping us realise our vision for all children and young people. It provides a holistic framework for all adults working with children and young people to address all aspects of bullying, including prejudice-based bullying. Respect for All reflects Getting it Right for Every Child (GIRFEC) and recognises that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination.'

Scottish Government (2017) - Respect for All: A National Approach to Anti-Bullying for Scotland's Children and Young People.

Updated June 2019

in response to EDC Procedure Manual 3/34 update April 19

Rationale

These Anti-Bullying Guidelines provide guidance to pupils, staff, parents and carers of Bearsden Primary School on preventing, responding to and reducing bullying behaviour in line with East Dunbartonshire's Anti-Bullying Policy and Guidance for Education Establishments (Procedure Manual 3/34). It takes into account national guidance *Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People* (2017). East Dunbartonshire Council wholly subscribes to the Scottish Government's national approach to anti-bullying for Scotland's children and young people.

Aims

The aims of this policy are to ensure:

- that our school values, '*Respect, Honesty and Fairness*' underpin relationships in our school and inform our Anti-Bullying Policy and Procedures
- that all children and young people are provided with a safe, inclusive and supportive environment in which to learn;
- children and young people, parents, carers and staff have a robust understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported.
- a culture is promoted where bullying is recognised as being unacceptable;
- a clear response and guidance on how to prevent/respond to and reduce bullying behaviours.
- the prevention of bullying of children through a range of approaches;
- effective support for children and their parents and carers who are affected by bullying.

All members of the school community need to be committed to avoiding labelling children as bullies and victims. We now should discuss the behaviour with the children and use the language of showing bullying type behaviour or being on the receiving end of bullying type behaviour. "*RespectMe - Bullying a Guide for Parents and Carers (2016)*"

Children's Rights and Legal Framework

The Scottish Government is committed to supporting and promoting children's rights and the **United Nations Convention on the Rights of the Child (UNCRC)**. All children and young people have these rights and should respect the rights of others. The UK has ratified the UNCRC and Scotland participates in reporting every five years on its implementation of the convention, including its action on anti-bullying.

There is also a strong UK and Scottish legal framework which enshrines the welfare of the child as paramount. While taking into consideration the views of the child, the framework secures an adequate and efficient provision of education which is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.

The Health and Wellbeing framework within Curriculum for Excellence complements the duty in the **Schools (Health Promotion and Nutrition) (Scotland) Act 2007** for Scottish Ministers and local authorities to endeavour to ensure that all schools are health promoting. The statements of experiences and outcomes in Health and Wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people, and are the responsibility of all teachers. Health promoting schools will promote the mental, emotional, social and physical health and wellbeing of all children and young people.

Getting it Right for Every Child (2008) highlights eight wellbeing indicators to ensure that all children and young people are Safe, Happy, Achieving, Nurtured, Active, Respected, Responsible and Included.

The Equality Act (2010) aims to strengthen the law to support progress on equality. The Act consolidates and harmonises a range of equality legislation, replacing familiar laws such as the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act 1995.

The Act provides protection from discrimination, harassment and victimisation based on a range of 'protected characteristics'. Those characteristics which apply to education establishments are defined in the Act as race, sex, disability, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity.

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 Children and Young People (Scotland) Act 2014 is a key part of the Scottish Government's strategy for making Scotland the best place in the world for children to grow up. By facilitating a shift in public services towards the early years of a child's life, and towards early intervention whenever a family or young person needs help, the legislation encourages preventative measures, rather than crises' responses. Underpinned by the Scottish Government's commitment to the United Nations Convention on the Rights of the Child 1989 (UNCRC), and the national approach, Getting it Right for Every Child (GIRFEC), the 2014 Act also establishes a new legal framework within which services are to work together in support of children, young people and families.

Education (Scotland) Act 2016 requires strategic planning to consider socio-economic barriers to learning. It includes provisions which extend the rights of children aged 12 and over with capacity under the Additional Support for Learning Act. Children who are able to can use rights on their own behalf to affect decision making about them.

Child Poverty (Scotland) Act 2017 sets ambitious income targets for child poverty reduction for 2030. Consultation on the child poverty bill identified children's experience of poverty can lead to bullying or feelings of exclusion, as they may have fewer friends and less access to the social activities of their peers.

East Dunbartonshire Council's Equality and Human Rights Policy (2011-2014) sets out the Council's commitment to the principles of equality, diversity and human rights for all. East Dunbartonshire Council is committed to ensuring that anti-bullying advice and guidance is fully informed by this legal framework, in particular the 'protected characteristics' from the Equality Act. Bullying experiences bring a loss of opportunity for the person (s) to grow and develop and are often linked with prejudice and discrimination.

Definitions of Bullying

Bullying is a combination of behaviours and impacts that can affect someone's ability to feel in control of themselves; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can harm people physically or emotionally and, although the behaviour may not be repeated, the threat may be kept up over time, by actions, looks, messages, confrontations, hitting or hurting or the fear of these.

Bullying also occurs in the virtual world which children access through the Internet, via social networking (e.g. Facebook, Twitter and Snapchat), computers and mobile phones. As communication can happen anywhere and at any time, often unsupervised, on-line bullying can be very pervasive and difficult to handle. However, in essence, the behaviour is the same and requires similar prevention methods. *Bullying - A Guide for Parents and Carers*, which includes guidance on on-line bullying, is available from 'respectme' - Scotland's Anti-bullying Service on their website - www.respectme.org.uk/resources/publications

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:

- gender reassignment
- pregnancy & maternity
- racist bullying

- religion and belief
- homophobic bullying
- disablist bullying;
- body image;
- sexism and gender;
- looked after children and young people;
- young carers;
- socio-economic group

With this in mind, vulnerable children and young people may be particularly at risk of experiencing bullying.

Research and practical experience over time have led to an emerging understanding of bullying as a behaviour which emerges from complex social dynamics rather than solely as a characteristic of the individual. Bullying can be understood as behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated.

When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims'. Labels 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.

Bearsden PS will work within the context of current definitions, taking account of the context in which the event took place and the impact on the person who feels harm has been done to them. It is considered unhelpful to define bullying purely in terms of behaviours alone.

It is important to have clarity about these significant events and be able to recognise and acknowledge bullying behaviours when they happen.

Bullying behaviours can include:

- name calling, teasing, putting down or threatening and intimidating by making prejudiced-based remarks;
- hitting, tripping, pushing, kicking;
- taking and damaging belongings;
- ignoring, excluding, spreading rumours;
- sending abusive messages electronically, eg 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 could impact negatively on a child's wellbeing.

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.** Actions can affect people in different ways and this should be taken into consideration. The person who has experienced harm may have experienced just one event. **The impact determines the definition of bullying.** One incident is sufficient to alert adults to take supportive action.

Not every unkind behaviour constitutes bullying. Children and young people are still learning how to get along with others. They will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. These are examples of ordinary conflict, perhaps thoughtlessness and possibly insensitive behaviour and should be viewed as a normal part of growing up. However, if left unchecked, these behaviours can lead to bullying, making those being bullied feeling afraid, uncomfortable or unsafe in their environment. They should be viewed as an opportunity to help children and young people learn about resolving conflict and getting along with others. Parents, teachers and other adults need to model kindness, conflict

resolution, inclusion and responsibility.

Prevention of Bullying

Bearsden PS will work to create a positive and supportive ethos based on our school values of 'Respect, Honesty and Fairness'. A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it difficult for bullying behaviour to occur or be tolerated. This may include particular approaches such as:

- Circle Time in class discussing issues that can lead to bullying
- buddying or mentoring;
- peer mediation;
- system which identifies vulnerable pupils and takes steps to remedy this;
- creative and motivational ways to engage pupils and raise awareness of bullying with theatre groups, speakers, film footage and music;
- involvement of the Pupil Council;
- anti-bullying campaigns, posters, assemblies;
- encouraging pupils to report bullying incidents using 'worry' boxes
- areas of special focus eg prevention of name calling;
- an understanding of the impact and legal consequences of on-line bullying, supported by agencies such as Respect Me, for the whole school community through the curriculum, assemblies and events for parents and carers.

Action

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action based on the impact of the bullying behaviour on the child or young person.

The child or young person who has **experienced bullying behaviour** will receive appropriate support and protection.

Examples of good practice include:

- Allegations to be recorded in the SEEMIS Bullying and Equalities Module, the investigation and results of this should be kept up-to-date (see appendix 1);
- Any unfounded allegations will be anonymised on SEEMiS
- **All investigations** should be carried out in a comfortable place with no distractions; the child(ren) or young person will be listened to; the member of staff should confirm that bullying is never acceptable; they should be gently encouraged to talk, to find out what happened, who was involved, where and when - and notes taken; they should be asked what they want to see happen next; the child or young person should be kept up to date with progress;
- the designated member of staff should inform parents of the incident and action taken, **if it is judged to be appropriate**.

In relation to the final bullet point, an example where it may not be appropriate to inform parents could include a transgender young person. The young person may not have told their family about their gender identity and inadvertent disclosure could cause needless stress for them or put them at risk. Confidentiality and privacy should be respected and disclosing information to parents or carers should only be done with consent of the young person. Further guidance can be accessed in the following link:

<https://www.lgbtyouth.org.uk/media/1344/supporting-transgender-young-people.pdf>

Where an incident is founded, a member of the establishment's management team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved when their active support is needed to implement a resolution of the bullying incident.

Restorative Practices should be used to ensure a positive outcome -

- time should be taken to understand the reasons for the bullying behaviour;
- the individual or group should not be labelled as 'bullies'- name the behaviour;

Consideration should be given to appropriate supports/sanctions given to the young person displaying bullying behaviour to help improve behaviour.

Such approaches might include:

- positive behaviour strategies with an appropriate member of staff, as agreed;
- restorative approaches;
- solution orientated approaches;
- involvement of educational psychologists.

However, *'where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the pupils there'* (national guidance on the prevention and management of exclusions, *Included, Engaged and Involved-Part 2* (June 2017)), senior managers have the power to exclude as a last resort.

Preventing Bullying Behaviours

- Staff should follow Bearsden Primary's Behaviour Blueprint (appendix 2);
- Staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour using
 - HWB curriculum, assemblies, worry boxes;
 - Induction and transition programmes
 - Workshops, traing for staff parents and or pupils
 - Internet safety training for stakeholders
- buddying or mentoring;
- peer mediation;
- system which identifies vulnerable pupils and takes steps to remedy this;
- creative and motivational ways to engage pupils and raise awareness of bullying with theatre groups, speakers, film footage and music;
- involvement of the Pupil Council;
- anti-bullying campaigns, posters, assemblies;
- areas of special focus eg prevention of name calling;
- an understanding of the impact and legal consequences of on-line bullying, supported by campus police, for the whole school community through the curriculum, assemblies and events for parents and carers.

Monitoring and Review

This policy will be reviewed in line with the local authority's *Anti-Bullying Policy and Guidance for Education Establishments* (2015, updated 2019). We will consult with staff, parents and other users in the preparation, further development, monitoring and review of our Guidelines on a three yearly cycle.

<http://respectme.org.uk/wp-content/uploads/2017/11/Policy-throught-to-Practice-2017.pdf>

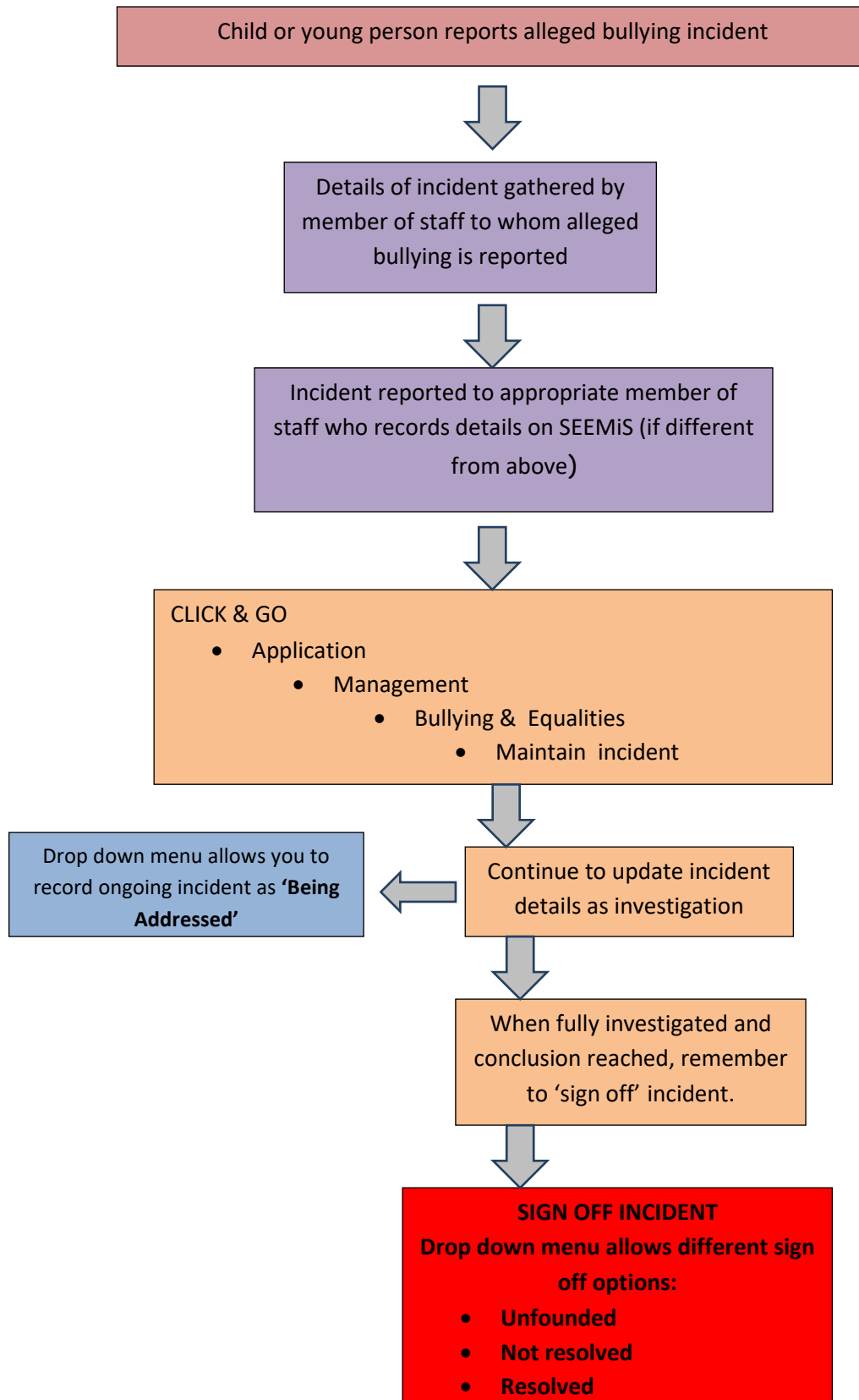
This policy will be reviewed during session 2021/22.

SEEMiS – CLICK & GO

Recording and Monitoring of Bullying

PLEASE REFER TO SHORT TRAINING VIDEO IF REQUIRED

CLICK & GO OPENING PAGE/ SEEMiS HELP PAGES/LOG IN DETAILS



Bearsden Primary's Behaviour Blueprint

All adults at Bearsden Primary strive to:

- Meet and greet all children
- Be calm and consistent with high expectations for all
- Support all children in moving around the school calmly



Over and above behaviours for children to strive to:

- Consistent good manners
- Kindness
- 100% effort to tasks

Our 3 rules/values:

- Respect
- Honesty
- Fairness

At Bearsden our aim is:

Encouraging a community of learners to achieve excellence.

Stepped Sanctions

1. Reminder
2. Warning
3. Last Chance
4. Time Out
5. Repair

Restorative Questions:



1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

