

SEAVIEW PRIMARY SCHOOL



ANTI-BULLYING POLICY & GUIDELINES

August 2018 (updated)

SEAVIEW PRIMARY SCHOOL

ANTI-BULLYING POLICY

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SEAVIEW PRIMARY SCHOOL

ANTI-BULLYING POLICY

1 POLICY STATEMENT

1 Purpose of the Policy

The purpose of the policy is to provide guidance for all members of staff on the processes and procedures that should be followed both to prevent and to address bullying.

2 Principles which Underpin the Policy

The following principles underpin this policy:-

- 'Every pupil has a right to work and learn in an atmosphere that is free from victimisation and fear'.
- 'Children have the right to protection from all forms of violence (physical or mental). They must be given proper care by those looking after them'. *[U.N. convention on the Rights of the Child, Article 19]*
- All forms of bullying are unacceptable.
- All relationships within a school community should be based on mutual respect.
- A positive school ethos is essential to the creation of an anti-bullying culture.

The Policy is linked directly to the Directorate's "Shared Vision":

- We are committed to realising the potential of all children, young people, communities and staff by:
 - Putting people at the heart of all we do
 - Nurturing an ethos of achievement
 - Striving for sustainable achievement
 - Working co-operatively

The policy should contribute to the development of the four capacities of the Curriculum for Excellence:

- Successful learners
- Effective contributors
- Confident individuals
- Responsible citizens

3 **Who should Implement the Policy?**

- All members of school based and visiting staff should comply with the terms of the policy.
- It is the joint responsibility of everyone connected with the school community to work within this policy.

4 **Origin of the Policy**

This policy was developed following a review of Angus Council's Anti Bullying Policy in 2015 based on consultations with a cross sectoral working party of staff from primary and secondary schools and Education Support Services in consultation with focus groups of staff, parents, pupils and members of the community and Respectme, Scotland's Anti-Bullying Service who provided advice and support throughout the development of the policy.

5 **Course of Action to be Followed**

Roles and responsibilities

The Authority will -

- support schools to implement the Council's anti-bullying policy
- encourage an ethos of openness honesty and transparency
- work in partnership with school communities in terms of prevention and intervention in relation to bullying
- provide training and support to address bullying in all its forms
- take account of bullying presented by advances in technological communication
- ensure schools review their existing anti-bullying policies and procedures regularly
- gather statistics and report tri-annually

In Seaview we will –

- ensure that the school policy is regularly reviewed
- take seriously all complaints or allegations made by pupils about being bullied. Whenever a pupil feels bullied; victimised; distressed or "got at" by others, intervention procedures should be instigated promptly
- ensure all members of the school community are aware of the anti-bullying policy and procedures
- ensure that a senior member of staff who has responsibility for co-ordinating anti-bullying practice and procedures
- record and report bullying allegations and incidents
- ensure every member of the school community contributes to a positive ethos in which all individuals are respected regardless of difference or status. Opportunities will be sought to promote and celebrate diversity
- undertake appropriate relevant continuous professional development

6 **References to Council/National Policies/Guidelines**

Angus Council People Directorate:

- Race Equality Scheme (2007)
- Support for Learners' Policy, Revised October 2006
- Racist Incident Multi Agency Panel (RIMAP) Policy Statement (2005)

- Education Department Single Equality Policy (2009)
- Child Protection Guidelines (2014)
- Parental Involvement Strategy (2009)
- Positive Behaviour Management Guidelines (2002)
- The Use of Electronic Communications, Social Media and Mobile Technologies (2014)

National:

- Better Behaviour – Better Learning (Scottish Executive June 2001)
- 'A Teaching Profession for the 21st Century'
- Equality and Diversity Impact Assessment
- Curriculum for Excellence
- How Good Is Our School: The Journey to Excellence Part 3 (2007)
- Happy, Safe and Achieving their Potential 2005 Standard 2.9 and 10
- The Standard for Full Registration (December 2006) GTC Scotland Standard 3.1
- GTC Code of Professionalism and Conduct 2.1 and 2.2

7 **Legislation**

- The United Nations Convention on the Rights of the Child (1989)
- Education (Additional Support for Learning) (Scotland) Act (2004) and associated Code of Practice
- Human Rights Act 1998 and the European Convention on Human Rights (1950)
- Education (Scotland) Act 1980
- Standards in Scotland's Schools etc Act 2000
- The Children (Scotland) Act 1995

- The Equality Act 2010
- The Offences (Aggravation by Prejudice) (Scotland) Act 2009

SEAVIEW PRIMARY SCHOOL
ANTI-BULLYING POLICY GUIDELINES

1. OPERATIONAL/PROCEDURAL ADVICE

1.1 Rationale

In Seaview our approach to behaviour management is one which is designed to enhance children's self esteem. If we are dealing with bullying in a proactive and positive way we should be using a variety of strategies which will include:

- Whole class circle discussion
- Circle time
- 'bubble time' or 'think books'
- On-going Personal and Social Development and Religious and Moral Education curricular activities

The school's approach to behaviour management is based on the Jenny Mosley 'Turn Your School Round' approach. More details on this approach can be found in the Positive Behaviour Management Policy and Guidelines. There is an expectation that all members of staff are familiar with this approach and that it is implemented consistently across the school.

Having said this it is necessary to look at bullying by itself and there are times when being proactive is not enough. Certain incidents may require a reactive response so that the safety of the child involved is taken into consideration. Any report or suspicion of bullying must be taken seriously and we must do our best to deal with it.

It is the responsibility of the adults in the school to ensure that children work and play in an atmosphere where bullying will not be accepted.

1.2 What is Bullying?

Bullying takes many forms. It can be short term or it can continue over years. As there can be many different interpretations of what bullying is it is beneficial for us to set down for all concerned what we mean by bullying.

There are many different definitions of bullying. It can be persistent, offensive, abusive, intimidating, malicious or insulting behaviour. It is an abuse of power or authority, which can undermine an individual or group contributing to unhappiness; anxiety and stress. The impact of bullying is a major barrier to learning. **It is not a normal part of growing up.**

It is understood that it is not always easy to narrow down behaviours into a definitive statement that will cover all actions and situations. It is important, however, to recognise and acknowledge bullying behaviours so that they can be identified when they are happening.

Bullying behaviours can be described as verbal, physical or 'cyber'. They include:

- Name calling, teasing, put downs and threats
- Hitting, tripping, poking, kicking
- Stealing or damaging belongings

- Ignoring, isolating/leaving out others and spreading rumours
- ◆ Sending abusive/inappropriate text messages/images or emails
 - Sending inappropriate messages/images on social networking sites e.g. My Space, Bebo, MSN Messenger
 - Making people feel that they are being bullied
 - Targeting others because of perceived difference

This is not an exhaustive list; there may be other behaviours that can be classed as bullying.

Children and young people can experience bullying for a variety of reasons: where they live; their sexuality, gender; disability; the colour of their skin; what clothes they wear or what team they support.

The one thing these have in common is difference or perceived difference - some children and young people don't see or understand diversity, they still only see difference. Angus Council Single Equality Policy states the importance of recognising, valuing, promoting and celebrating diversity across the entire school/learning community. Seaview's Equality and Fairness Policy supports this view.

All complaints or allegations made by pupils about being bullied must be taken seriously. Whenever a pupil feels bullied, victimised, distressed or "got at" by others, intervention procedures should be instigated promptly however bullying is defined.

In Seaview we recognise the importance of addressing bullying promptly and effectively and to allow this to happen it is essential that this policy and associated guidelines are adhered to by all staff.

In order to effect behavioural change, labels such as 'victim' and 'bully' should be avoided. 'Respectme', Scotland's Anti-Bullying Service advises that 'the person on the receiving end of bullying behaviour' and 'the person displaying bullying behaviour' should be used as an alternative.

We acknowledge that bullying takes place outwith the school grounds and outwith the school day. Bullying which takes place during these times can have an impact on the life of the pupils while they are in school. It is the school's responsibility to address any bullying which may have taken place on the way to or from school. In order to do this effectively we must work closely with parents as this may be a sensitive issue.

1.3 Identifying Bullying

It is essential that pupils, staff and parents are vigilant in terms of identifying bullying as early as possible. This is necessary of the school is to work with parents and pupils to address the problem. It may be that staff suspect bullying but have no concrete evidence.

STAFF

Early signs of distress which may be noticed by staff:

- change in normal patterns of behaviour
- deterioration of work
- spurious illness – headaches, sickness, stomach aches, sadness/depression
- isolation – often alone in the classroom or particularly the playground
- the desire to remain with adult/s
- signs of anxiety or insecurity
- low self esteem
- erratic attendance

We need to make sure that we use all sources of information when we suspect bullying. We have School and Pupil Support Assistants who work within the dining room and the playground. They will see children in a different environment when they are out in the playground and we must ensure that any information they can provide is taken into account.

Any child can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely. The person on the receiving end of bullying behaviour and the person

displaying bullying behaviour do not come in standard shapes or sizes. Having said that children who are bullied **may** be:

- new to the class
- different to other pupils in appearance, speech or background
- from a different racial or ethnic group to the majority
- have additional support needs or a disability
- suffer from low self esteem (often it is not clear whether this is a cause or an effect of bullying)
- nervous or anxious
- lacking in close friends in school
- shy
- from an over protective family environment
- a child who behaves inappropriately, intruding or being a 'nuisance'
- a child who demonstrates 'entertaining' reactions when bullied – eg tantrums, loss of confidence

1.4 Indicators Associated with Low Bullying Schools

It is accepted that the following are indicators of a low bullying school:

- high teacher expectations of behaviour
- non-aggressive models of teacher behaviour
- positive reinforcement of good behaviour
- consistency of approach in dealing with children's needs
- good staff relationships and staff-pupil relationships
- staff and pupils who have the confidence and assertiveness to manage behaviour appropriately

It is essential that we work together to ensure our approach takes account of the above.

1.5 Different Forms of Bullying

There are many different forms of bullying and it is important that members of staff are aware of these and are alert to the possibility that a child might be subject to one of these forms:

Cyberbullying

Cyberbullying is the term used to define bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites. Texts, messages or images are sent or posted on sites, which hurt, intimidate or embarrass another person. Cyberbullying is not carried out face to face and people may not know the identity of the person targeting them.

Cyberbullying is no different from any other forms of bullying; the behaviour is the same and the impact is no less devastating. Advances in technology are simply providing an alternative means of reaching people - where malicious messages were once written on school books or toilet walls, they can now be sent via mobile phone or the internet.

Homophobic Bullying

Homophobic bullying is mainly directed towards young people who are identified as 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 - for example, a boy who doesn't like football - or a girl judged to have a 'male' fashion sense.

Ultimately, any young person can experience homophobic bullying and any young person can display homophobic bullying behaviour if negative attitudes, language and behaviour remain unchecked.

Bullying and Body Image

Bullying on the grounds of body image/size/obesity is one of the most prevalent forms of prejudice-related 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. A child or young person who is noticeably over or underweight may find themselves particularly vulnerable to bullying behaviour. This bullying may itself take a variety of forms including name-calling, mimicry of eating habits or perceived eating habits, demeanour or physical agility, nasty comments about clothes and general appearance and/or covert photos being taken when changing for PE. The impacts of bullying on the grounds of body image can manifest in the development of poor eating habits and eating disorders.

Disablist Bullying

Disablist Bullying is the term used to describe the bullying 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. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision.

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.

Children and young people who have a disability are potentially more likely to experience bullying because of perceived differences in their appearance, demeanour at work or play or in their communication abilities.

Low self-esteem often found in children and young people with disabilities can lead them to make friends with people who exploit them 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.

Bullying and Care Experienced Children and Young People

Children and young people who are looked after and accommodated 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.

Care experienced children and young people may have very similar experiences of bullying to other young people, but often the bullying 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. 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.

Racial 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. The impact of racist bullying can go far beyond the individual person. This bullying 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

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 may include graffiti, vandalism of property, flaunting of racist badges, slogans, leaflets etc.

Schools and other organisations have a duty under the Race Relations (Amendment) Act (2000) to promote racial equality. The general duty as set out in Section 71(1) says that organisations must have 'due regard to the need':

- To eliminate unlawful racial discrimination; and
- To promote equality of opportunity and good relations between persons of different racial groups

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 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, Sunni and Shia Muslim, and between the Orthodox and Reform strands of Judaism. Sectarianism and religious intolerance put children and young people at greater risk of bullying directly and indirectly.

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.

Alongside personality, the academic choices, social activities and sports deemed 'acceptable' for males and females can pressurize children and young people to fit in and not stand out from the crowd. This gender stereotyping can cause anxiety and carry wider social connotations which can affect the shaping of an individual's future life choices.

Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour – by suggesting that they are not being a real man or a real woman.

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.

1.6 Bullying - Prevention and Intervention

A strongly promoted whole school policy, which is widely understood by all members of the school community and evident in the school ethos will help to prevent bullying. However, when bullying does take place, staff should feel confident that they have a range of appropriate strategies to resolve each situation.

'Whenever a pupil feels bullied; victimised; distressed or "got at" by others, intervention procedures should be instigated promptly'

Methods of intervention should include the person who is the target, the person/s who may have caused the bullying and the bystanders. We have a responsibility to provide effective support to pupils, including the person on the receiving end of bullying behaviour and the person displaying bullying behaviour. Particular attention must be given to supporting vulnerable individuals and pupils with Additional Support Needs. The circumstances and needs of individual pupils must be taken into account when deciding on the approach to be adopted in resolving bullying incidents. The ethos of all schools should be such that pupils know that "it is all right to tell" about bullying.

Prevention

- Include anti-bullying messages in all areas of Curriculum for Excellence
- Promote and demonstrate appropriate social on-line and mobile technologies behaviour
- Promote anti-bullying as the responsibility of all staff
- Aim to promote a culture where bullying is unacceptable and staff model positive, respectful behaviour
- Plan pro-active strategies that will be employed (anti-bullying weeks/days, assemblies, posters to be displayed, parents' nights, staff training etc)
- Use the 'Cool in school' initiative (<http://www.betterbehaviourscotland.gov.uk/initiatives/cool/access/about.aspx>)
- Ensure safety and staff supervision of areas identified as high risk areas – changing rooms, social areas, corridors etc
- Teach pupils how to recognise and report bullying

INTERVENTION

Staff, pupils and parents all need to have a range of strategies to help them deal with bullying. It is important that we are not just reactive in terms of dealing with bullying. Many strategies are reactive but these alone are not good enough. The strategies listed in this policy document will be taught to children as part of our on-going Personal and Social Development and Health and Wellbeing programmes.

STRATEGIES FOR STAFF

Seaview Primary School's culture should make it clear that bullying is never acceptable and support all adults and children and young people in achieving this ethos.

- Staff should be continuously aware of the influence they have on pupils and be expected to display appropriate, respectful behaviour towards one another and pupils.
- Day to day practices should reflect the message that bullying is never acceptable and should be continuously reinforced in all the work undertaken by staff.
- Staff responses when dealing with children and young people who are involved in bullying are vitally important. The response should be consistent, regardless of whom the child or young person approaches.
- Bullying incidents should be viewed individually. Staff should be aware of the range of positive interventions and strategies available.
- In bullying situations, staff should always seek to bring about a resolution which creates a platform for developing more appropriate forms of interaction.

Although it has become more difficult to keep an 'open door' policy due to the demands of school security it is still important that parents feel that they can approach the school/class teacher to discuss concerns. One way of doing this is to encourage a two-way dialogue in homework diaries or notebooks. Early informal contact can often make any more formal contact easier for both parents and staff to handle.

In general:

- Tell the children from day one that bullying (verbal or physical or emotional) is **not** tolerated in Seaview School.
- Continually review the situation in class – refer to the Golden Rules and discuss what is acceptable behaviour in school and in the class
- Ensure that appropriate curricular work in Personal and Social Development and Health and Wellbeing supports the ethos in the class
- Ensure that your timetabled Circle Time sessions take place
- Keep informal home/school communication going – it may be that you notice a small change in behaviour which the parents have not picked up on. A note in the homework diary might alert parents to look out for changes at home
- Ensure that the member of the management team responsible for your department is kept informed of any concerns you have or any contact made by parents in relation to possible bullying

Build self-esteem of all pupils

- Use Circle Time as a vehicle to discuss bullying – what it is, what can be done etc
- Celebrate achievements of all pupils and value their contributions
- Act as a good role model for your pupils – staff should 'look in the mirror' – do you use sarcasm or humiliation in your contacts with children, do you ever make observations about children in the hearing of other pupils?

When dealing with an alleged case of bullying:

- Remain calm
- Take the incident or report seriously and be wary of labelling pupils or parents
- Act quickly
- Reassure those who feel they have been subject to bullying
- Offer concrete help, advice, support
- Make it plain to the person accused of bullying that you disapprove of bullying behaviour

- Encourage the person accused to see the other person's point of view
- Employ sanctions while being aware that reacting aggressively or punitively gives the message that it's alright to bully if you have the power
- Be consistent in reactions to the situation
- Try to think ahead to prevent a recurrence of the incident if one uncovers the trigger factor
- If the incident is too serious for you to deal with or you feel that the situation has not improved inform the management team and give full details of what you have done

It is important that we check up that an incident has not recurred. It is often the case that bullying will stop immediately after the investigation but may recur in the future. It will be the responsibility of the member of the management team who dealt with the incident to check two weeks after the incident and again within the half term following the incident. If the children who have been bullying expect a follow up then it is unlikely to start again.

Often parents feel that a child should be 'punished' for bullying. Although it is accepted that we must have appropriate sanctions in place, punishing a child will not necessarily result in the situation being resolved. In Seaview we try to work with the child who has been subject to bullying at with the child or children who have been displaying bullying behaviour in a range of ways.

The following is taken from Angus Council's Anti Bullying Policy:

'No matter how effective policies are, there are times when incidents will occur. The following methods of intervention will assist schools to resolve bullying and restore positive relationships. The Scottish Government's Positive Behaviour Team promotes the use of Restorative Practices, see link – Appendix 2. School staff can also establish partnership working with staff at the Directorate – Educational Psychology Service, (EPS), HEART (MHS), Support to Families Team (SFT) and Community Learning and Development Service, (CLD).

Methods of Intervention:-

- *Mediation*
- *Shared Concern Approach*
- *Peer mediation*
- *Circle Time*
- *Circle of Friends*
- *Solution Focused Approaches*
- *Restorative Practices*
- *Consequences linked to the school's discipline/behaviour policy'*

Sanctions

Where pupils do not respond to preventative strategies to combat bullying we must take further action to deal with persistent and or violent bullying Our whole school approach to positive behaviour management begins with the loss of privilege time for low level misbehaviour, There are situations, however, when is not an appropriate sanction.

Sanctions in response to bullying behaviour may include all or some of the following:

- Informing the parents of the person/s displaying bullying behaviour
- Removal from the group (in class)
 - Sent to a member of the management team
 - Apology if it is felt that the person who has displayed bullying behaviour means it
 - Ensuring that property is returned/paid for

- Withdrawal of privileges such as being a buddy
- Detention at break/lunchtime
- Asking parents of the person/s displaying bullying behaviour to take them home at lunchtimes
- Withholding participation in any school trips, clubs or sports events which are not an essential part of the school curriculum
- In certain cases – exclusion from school

Pupils

Anti-Bullying is an essential part of learning and teaching within the four capacities of the Curriculum for Excellence.

Pupils should be actively involved in the process of the review, development and implementation of the school's Anti-Bullying Policy. This will assist their understanding, and support, of the policy, practice and procedures. They all have a responsibility to contribute to the positive ethos and values of the school and to behave in a respectful manner towards one another. School policies should ensure that pupils are involved in decisions being made about them. They should be supported to retain as much control as possible in any action taken about them and their confidentiality should be respected. Staff should make it clear what they will do when there are concerns about risk or harm and when information requires to be shared with others.

Every pupil has been issued with a pupils' anti-bullying leaflet. This has been drawn up by members of the Pupil Council, members of the Parent Council and members of staff. The draft of the leaflet was discussed by all classes before the final version was agreed. It contains a summary of what pupils should do. It would be helpful if parents and teachers could discuss this leaflet and this section of the guidelines with their classes.

Advice for pupils:

If you are being bullied DON'T SUFFER IN SILENCE!

If you are being bullied:

- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult

After you have been bullied:

- Tell a teacher or another adult in your school
- Tell your family
- If you are scared to tell an adult by yourself ask a friend to come with you
- Keep speaking up until someone listens and does something to stop the bullying
- Don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about:

- What has happened to you
- How often it has happened to you
- Who was involved

- Who saw what was happening
- Where it happened
- What you have done about it already

REMEMBER:

- Tell the person you have chosen exactly how you feel – we need to know how much it is upsetting you
- Tell absolute truth about what has happened – even if you've done something wrong too – we can sort it out with you!
- Don't believe any lies bullies tell about you
- Don't try to deal with the problem yourself – it's OK to ask for help
- Do not use violence against the bullies – you might end up being accused of bullying yourself

If you know someone in school is being bullied:

- Tell someone you trust
- Talk to the person who is being bullied and help them to talk to an adult
- Don't try to sort it out yourself
- Don't get other children involved to help you sort it out!

If you are tempted to join in bullying:

- Try to tell the bully that you don't want to be part of the bullying
- Try to help the person who is being bullied to join in a game

Parents

Angus Council's Anti Bullying Policy states:

'Involving parents in the process of the review, development and implementation of the school's Anti-Bullying Policy will assist their understanding and support of the policy in practice. All parents should be able to access the school's Anti-Bullying Policy, know who to contact, and be aware of the procedures which are followed in resolving bullying incidents. This can be achieved by ongoing awareness raising.

When parents approach the school about bullying incidents or concerns, they must be listened to with empathy and respect. All concerns about bullying must be taken seriously. Listening to their point of view will help them to hear and understand the school's point of view. Feedback in response to concerns/complaints or allegations should be offered as soon as practicable and within a mutually agreed timescale.

It is recommended that schools refer to the information provided on the Respectme website: www.respectme.org.uk information and advice for parents section.'

STRATEGIES FOR PARENTS

If a parent discovers a child is being bullied we would encourage the parent to:

- Talk to the child about it
- Encourage the child to come to a trusted adult in school
- Not to let the situation go on – inform the school as soon as possible

- Leave it with the school to work on. After a reasonable amount of time get back in touch if things have not improved
- Let the school know of any changes in circumstances which might make the child more vulnerable.

If a parent discovers his/her child has been accused of bullying we would encourage the parent to:

- Remain calm
- Be prepared to accept that your child might have done something wrong
- Talk to the child about it
- Ensure that the child knows that it is his/her behaviour that we don't like, not the child
- Discuss with the school how you can co-operate and support your own child in changing his/her own behaviour

1.7 Reporting and Recording Incidents

There are clear procedures for addressing and recording suspected and reported incidents of bullying.

It is important that anyone who finds out that a child is being bullied reports the situation to a member of staff:

- Try to deal with the incident in class if you feel that this is appropriate
- If you are satisfied with the outcome let the appropriate member of the management team know what has been done and the outcome of the discussions
- If you feel that the incident needs to be dealt with outwith the class, pass on the information to the appropriate member of promoted staff. The child protection officer will ensure procedures are carried out in line with school and Council procedures.

If an incident of bullying is reported the appropriate member of the management team will investigate the allegation.

- In the first instance he/she will talk to the person who has been bullied. This will be done in a sensitive way – not putting the child into a more difficult situation
- He/she will also talk to the person who has displayed bullying behaviour
- Once the situation has been clarified he/she will take a decision on further action
- The parents of the person who has been bullied will be kept informed as to what has happened
- The parents of the child who has been accused of bullying will also be kept informed
- The incident will be recorded as described below.

For the purposes of monitoring, support and evaluation, all schools are required to use and put into practice the Authority's recording procedures which include arrangements to maintain individual and termly records of alleged bullying incidents as explained below.

Appendix 3 - Incident Report proforma should be completed in respect of each allegation or complaint of bullying. **Where an incident is racial in nature the completed Incident Report must be sent immediately to Management Information Services, Angus House, Forfar.** The information from these reports is passed on to the police anonymously for statistical purposes. A Racist Incident Multi-Agency panel (RIMAP) may be held in connection with this. This meeting is set up by either a Senior Education Manager or another agency.

Appendix 4 - Termly Incident Report proforma should be used to submit termly summaries of all alleged incidents. These forms should be sent to, Management Information Services (MIS), Angus House, Forfar and a copy kept in school.

2. TRAINING/AWARENESS RAISING REQUIREMENTS

2.1 CONTINUING PROFESSIONAL DEVELOPMENT

It is important that staff have the opportunity to keep up to date on current research and ways of dealing with bullying. In Seaview we

- Have a commitment to training and staff development in the area of Anti-Bullying with particular reference to 'cyberbullying.'
- Ensure that staff are aware of relevant resources
- Ensure that all staff have the opportunity to attend relevant staff development courses provided by Angus Council and other agencies.

Appendix 2 provides a list of resources for training and indicates people/agencies who can provide staff development and support for staff in schools. Advice can be provided on resources and training approaches from: the SFSS; EPS; and the EDS.

'Respectme' offers free training across Scotland to all adults who have a role to play in the lives of children and young people to give them the skills and confidence to deal with bullying behaviour.

2.2 AWARENESS RAISING

It is important that we keep the issue of bullying on our agenda throughout the year. This will be done in a number of ways including:

Assemblies

- routine assemblies which deal with the Golden Rules
- special assemblies on the theme of bullying

From time to time we will hold an awareness raising week for pupils and parents. The purpose of this week would be to allow time for all to discuss the definition of bullying and to remind all concerned about what they should do if they are being bullied or suspect bullying. Activities during such a week might include:

- design a poster competition
- write a poem competition
- involvement of drama groups
- special assemblies
- pupil leaflets produced, reinforced or reviewed
- parent leaflets produced, reinforced or reviewed

Other ideas for such a week may be sought from the Pupil Council.

3. MONITORING, EVALUATION AND REVIEW

It is essential that we monitor the effectiveness of our school's Anti-Bullying Policy and procedures. Feedback will be gathered from parents, pupils and staff with particular attention paid to children's feelings about being heard and helped. In addition statistical information from the schools monthly collations may be helpful.

Our policy is must be considered as a 'living' document which needs to be kept under review in order to ensure that it continues to support effective practice.

Regular reviews of this Anti-Bullying Policy will take place alongside reviews of other school policies. This will occur no later than every three years and will involve pupils, parents, school staff, local community representatives and members of the Education Support Services.

Scott Haxton
Headteacher

August 2018

APPENDIX 1

Useful Websites/contacts:-

www.respectme.org.uk	T: 0844 800 8600
www.childline.org.uk	T: 0800 1111 Childline Bullying Line 0800 44 1111
www.kidscape.org.uk	T: 08451 205 204
www.ceop.gov.uk	T: 0870 000 3344
www.unicef.org	T: 0844 801 2414
www.enablemescotland.info	T: 0141 226 4541
www.enquire.org.uk	T: 0131 222 2425
www.lgbtyouth.org.uk	T: 0131 622 2266
www.curriculumforexcellencescotland.gov.uk	T: 08700 100 297
www.LTScotland.org.uk	T: 08700 100 297
www.circle-time.co.uk	T: 01225 767 157
www.parentlinescotland.org.uk	T: 0808 800 2222
www.changingfaces.org.uk	T: 0845 4500 640
www.incentiveplus.co.uk	T: 0845 180 0140
www.brieftherapy.org.uk	T: 020 7600 3366
www.educationscotland.gov.uk/parentzone/	T: 0141 282 5000

APPENDIX 2

Recommended Resources

- 'Respectme' has produced a number of resources to support adults who work with children. **This section allows you to download these resources**, which include leaflets, posters, factsheets and other materials. The materials are also available from respectme.

[respectme information leaflet](#)

[cyberbullying booklet](#)

[Cyberbullying display stand](#)

[Cyberbullying campaign posters](#)

[campaign poster - It's Never Acceptable](#)

[Pointers for Parents](#)

[You can make a difference - A practical guide for parents and carers](#)

[Youth Scotland Supplement - advice for Youth Workers](#)

[You can make a difference - campaign posters](#)

- Childline – Bullying Information for teachers/professionals/parents/young people and children
- LGBT Guidance on Dealing with Homophobic Incidents

Dealing with Homophobia and Homophobic Bullying in Scottish Schools. LGBT Toolkit Resource for Teachers (Also good general resource) available from Learning and Teaching Scotland

Lesson Plans -Dealing with Homophobia and Homophobic Bullying in Scottish Schools. LGBT Toolkit Resource for Teachers

- Resources to promote social, emotional and behavioural skills in young people including: bullying; conflict resolution; restorative practices and citizenship – Incentive Plus Catalogue- see useful websites/contacts - appendix 1.
- Restorative Practices Reports -
<http://www.scotland.gov.uk/Publications/2007/08/23161140/0>
<http://www.scotland.gov.uk/Publications/2007/08/24093135/0>

- Solution Focused Brief Therapy - Brief Therapy Practice, 4d Shirland Mews, London, W9 3DY, 0181 9680070. The underlying principles are that understanding the cause of a problem is not necessary step towards resolution. Successful work depends on knowing where the person wants to get to and involves the person doing more of 'what already works'.- see website details above.
- UNICEF – provides usual information on “Rights Respecting School” – contact person Bruce Wilkinson.
www.unicef.org

Suggested Literature

NASS Marcia Shoshana
NO MORE BULLIES
Childswork/Childsplay
ISBN 188273275-8

FIELD Evelyn M
BULLY BLOCKING: Six Secrets to Help
Children Deal with Teasing and Bullying
Jessica Kingsley Publishers
ISBN 978-1-84310-554-1

MACLEOD Mary/ MORRIS Sally
WHY ME? Children Talking to Childline about Bullying
Childline 1996
ISBN 0-9524948-1-7

COWIE Helen/ WALLACE Patti
PEER SUPPORT IN ACTION
Sage Publication Ltd
ISBN 0-7619-6353-7

BULLYING & CONFLICT RESOLUTION
Prim-Ed
ISBN 1-86400-781-8

BULLYING
Prim-Ed
ISBN 1-86400-711-7

BULLYING – Middle Aged
Prim-Ed
ISBN 1-86400-710-9

BULLYING – Lower Aged
Prim-Ed
ISBN 1-86400-709-5

CHALKFACE Project
OVERCOMING BULLYING
Chalkface
ISBN 1-87356256X

NISBET Iain Alister
BULLYING AND THE LAW – A Guide for
Advisers and Professionals
Kidscape
ISBN 1-843105543

ELLIOTT Michele
BULLYING - A Practical Guide to Coping for Schools
Kidscape
ISBN 0-273-62692-2

YOUNG Sue
SOLUTIONS TO BULLYING
Nasen Publication
ISBN 1-901485-35-8

SUTHERLAND Margot
HELPING CHILDREN WHO HAVE HARDENED THEIR HEARTS
Speechmark
ISBN 0-86388-458-X

SKINNER Alison
BULLYING: An Annotated Bibliography -. Revised Edition 1996
The National Youth Agency, 17-23 Albion Street, Leicester, LE1 6GD.
Covers a range of approaches: Positive Behaviour Management, Playtime; Pastoral Care

ELLIOTT, Michele (Edited by)
BULLYING
Pitman Publishing, 1997, ISBN 0 273 62692 2

ELLIOTT, Michele
101 WAYS TO DEAL WITH BULLYING
Hodder & Stoughton, 1997 ISBN 0 340 69519 6

OLWEUS, Dan
BULLYING AT SCHOOL: WHAT WE KNOW AND WHAT WE CAN DO
Blackwell, 1994 ISBN 0 631 19241 7

ROBINSON, George, SLEIGH, Jane & MAINES, Barbara
NO BULLYING STARTS TODAY
Lucky Duck, 1997, ISBN 1 873942 01 X

ROSS, Carol & RYAN, Amanda
"CAN I STAY IN TODAY MISS?"

McCORMACK IAN
TURNING BLIND EYES: A PLAY ABOUT BULLYING
Carel Press Ltd (Dec 1994), ISBN-10 1872365213

Children's Fiction Resources

ELLIOTT, Michele
BEAT THE BULLIES
(Novel suitable for middle/upper primary)
Macmillan, 1997, ISBN 0330 35185 0
The Willow Street Kids Series

GOFFE, Toni
BULLY FOR YOU
(Novel suitable for middle/upper primary)
Child's Play (International) Ltd, 1992, ISBN 0 85953 355 7

JOHNS, Eric
JASON AND THE SCHOOL BULLY
(Novel suitable for upper primary)
Corgi, 1998, ISBN 0 552 52497 2

NEEDLE, Jan
BULLY
(Class novel suitable for upper primary)
Hamish Hamilton, 1993, ISBN 0 241 13381 5

Children's Non-Fiction Resources

ELLIOTT, Michele
BULLYING
(Suitable for upper and lower secondary)
Hodder, 1998, ISBN 0 340 71483 2

GRUNSELL, Angela
BULLYING
(Suitable for upper primary and lower secondary)
Watts/Gloucester Press, 1995, 0 7496 0056 X
Let's Talk About Series

JOHNSON, Julie
BULLIES AND GANGS
(Suitable for infants and middle primary)
Watts, 1997, ISBN 0 7496 2558 9
How Do I Feel About Series