



Anti Bullying Policy

Rationale

This policy has been drawn up within the school's ethos of promoting positive behaviour. Whitehills Primary School actively seeks to provide an environment that is safe from all forms of bullying.

Article 19 of the UN Convention on the Rights of the Child states that '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' – this is made explicit to all pupils and staff.

In order to effect behavioural change, labels such as 'victim' and 'bully' will 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.

Any further information can be found on www.respectme.org.uk

Definition

Angus Council Education Department define bullying behaviour as:

"...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 behaviour is a major barrier to learning. It is not a normal part of growing up".

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/videos on social networking sites e.g. Facebook, Twitter, Instagram, YouTube – this is known as cyber bullying
- 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 behaviour. Bullying behaviour can take place out with the school grounds and the school day. Whitehills Primary School has a part to play in addressing incidents of bullying behaviour which occur en route to and from school.

Children can experience bullying behaviour 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 perceived difference - some children don't see or understand diversity, they still only see difference. Whitehills Primary School Single Equality Policy states the importance of recognising, valuing, promoting and celebrating diversity across the entire school community.

Prevention Procedures

Whitehills Primary schools believes in a proactive approach and focuses on prevention strategies to avoid bullying behaviour:

We:

- include anti-bullying messages in Health and Wellbeing and all other areas of our curriculum and through our agreed set of school values and aims
- promote and demonstrate appropriate social on-line and mobile technologies behaviour through our ICT curriculum, including CEOP (Child Exploitation and Online Protection Centre) activities (refer to use of electronic communications, social media and mobile technologies policy)
- aim to help pupils develop positive social relationships through co-operative learning activities
- promote anti-bullying as the responsibility of all staff, parents and pupils
- aim to promote a culture where bullying behaviour is unacceptable and staff model positive, respectful behaviour
- plan proactive strategies such as anti-bullying assemblies, posters, visitors to speak etc.
- ensure safety and staff supervision of high risk areas – outside changing rooms, corridors, dining room, playground
- promote an ethos that *"It is all right to tell"* about bullying behaviour
- teach pupils how to recognise and report bullying behaviour
- use the 'Bounce Back Strategies' initiative and a restorative approach for positive behaviour management. There are clear procedures for dealing with inappropriate behaviour during school time (refer to page 7 of Positive Behaviour Policy).
- Make children from P2-P7 aware of SHANARRI indicators so they can complete a wellbeing web termly. (SHANARRI – Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected and Included.)

Reporting Bullying Behaviour and Procedures for Dealing with Complaints/Allegations

All complaints/allegations will be taken seriously, investigated and feedback provided within a mutually agreed timescale.

Reporting Incidents

Pupils can report incidents of bullying behaviour in the following ways:

- Tell an adult in the school – Class Teacher, Principal Teacher, Depute Head Teacher, Head Teacher, PSA staff
- Tell a friend who will then inform an adult in the school
- Tell your parents who will then inform the school
- Complete a slip and post it in the worry box in each class or other designated area
- Complete a slip on behalf of a friend and post it in the worry box in each class or other designated area
- Write a letter to their teacher
- Put a note into the worry box in their classroom or outside one of the line manager's rooms – Slip will have the wellbeing web included on it so children can identify SHANARRI indicator

Parents can report incidents of bullying behaviour in the following ways:

- Telephone the school and speak to the Class Teacher.
- Make an appointment to see the Class Teacher
- If the Class Teacher is not available a meeting can be made with the appropriate Principal Teacher, Depute Head Teacher or Head Teacher
Pre-school to P1 – Mrs McDiarmid
P2 to P4 – Miss Morrison
P5 to 7 – Miss Donnachie
- Contact Child, Family & Public Health Service and ask them to contact us. You can reach them at 01307 475074

Recording Incidents

An *Allegation of Bullying form* (see Appendix 1) will be completed for each allegation/complaint of bullying behaviour (all staff have access to this).

1. Class Teacher completes Appendix 1.
2. It should be emailed or given to the Head Teacher and also put a copy into the child's PPR and entered as "Appendix 1 Anti-Bullying Incident Report completed" A copy will also be kept in a locked cabinet in the Head Teachers office
3. The Head Teacher sends this to the Management Information Service (MIS) Angus House by email EDNMIS@angus.gov.uk or by fax to 01307 461848.

Where the incident is perceived to be motivated by race; disability; sexual orientation; religion or belief or gender reassignment, the completed Anti-Bullying Incident Report must be sent immediately to MIS. The information from these reports is passed to the police anonymously for statistical purposes. A Hate Incident Multi-Agency Panel (HIMAP) may be held where police, or another agency, feel it is required.

Intervention Procedures

Whenever a pupil feels bullied, victimised, distressed or "got at" by others, intervention procedures will be instigated promptly using a solution focused approach as follows:

- Restorative Discussion: including the person who is on the receiving end of the bullying behaviour, the person displaying bullying behaviour and any bystanders
- Circle Time
- Circle of Friends/Social Groups – family support
- A buddy may be assigned to look after a child on the receiving end of bullying behaviour, or encourage good behaviour from a child displaying bullying behaviour
- Management can speak to individual classes if there is an issue in the class involving a group of children
- Whole school assembly – promoting and encouraging a positive ethos, discussing whole school values and linking to any incidents (if they arise)
- Consequences will be decided depending on the seriousness of the incident
- Remind children of Bounce Back strategies to help them think about how they have been behaving

Parents are not generally contacted over every issue, but should inappropriate behaviour continue after intervention strategies have failed to impact, then contact will be made.

Roles and Responsibilities

- Preventing and responding to bullying behaviour is the responsibility of all members of our school community – pupils, staff, parents and support agencies
- Mrs Coureen Peters is responsible for managing and co-ordinating anti-bullying procedures. This includes the maintenance and development of staff knowledge and skills by providing access to appropriate training courses, materials and resources

Equal Opportunities and Additional Support Needs

This policy with other related policies ensures that inclusion, equality for all and sensitivity towards the needs and values of particular individuals is an integral part of all our procedures and dealings with pupils displaying bullying behaviour and those pupils that have been on the receiving end of bullying behaviour. The circumstances and needs of the individual will be taken into account when deciding on the approach to be adopted in resolving incidents.

Monitoring and Review

We will monitor and review the effectiveness of our Anti-Bullying Policy and procedures by gathering feedback/information from:

- Audit and review consultation with staff, pupils and parents
- Questionnaires with staff, pupils and parents
- Statistical information – annual collations of incidents
- Outcome of incidents
- Playground Award
- Behaviour diaries when appropriate
- Worry box slips from each class and outside line manager's offices

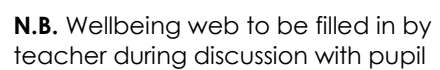
The radar chart template consists of eight axes, each representing a different social skill. The axes are labeled as follows:

- I feel safe
- I feel included
- I am responsible
- I feel respected
- I am active
- I am liked
- I am liked by others
- I am liked by others

Each axis has a scale from 1 to 10, with 1 at the center and 10 at the outer edge. The chart is designed to be filled in by a student to show their current level of skill and their goal level.



Draw a picture.



ANTI-BULLYING INCIDENT REPORT
NATURE OF ALLEGED INCIDENT (PUPIL TO PUPIL)

*To be completed and returned to MIS in respect of each allegation or complaint
email - EDNMIS@angus.gov.uk or fax 01307 461848*



SCHOOL OR CENTRE NAME-

Bullying Behaviour Verbal <input type="checkbox"/> Physical <input type="checkbox"/> Cyber/online <input type="checkbox"/> Written <input type="checkbox"/> Verbal and Physical <input type="checkbox"/> Graffiti <input type="checkbox"/> Damage to Personal Property <input type="checkbox"/>	
Characteristics covered by Legislation* Racial <input type="checkbox"/> Disability <input type="checkbox"/> Religion/Belief <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Gender reassignment <input type="checkbox"/> Return to MIS within <u>24</u> hours by fax or email	Other Characteristics Body Image <input type="checkbox"/> Sex <input type="checkbox"/> Age <input type="checkbox"/> Looked After <input type="checkbox"/> Pregnancy/Maternity <input type="checkbox"/> Marriage/Civil Partnership <input type="checkbox"/> Other <input type="checkbox"/> (must specify) _____
Pupil's Details (child/young person on receiving end of bullying behaviour)	
Name: _____ D.O.B: / / Registration Class: Stage:	
Incident Date: / / Time:	
Incident Location:	
1 <input type="checkbox"/> In playground 2 <input type="checkbox"/> In classroom 3 <input type="checkbox"/> En route to or from school 4 <input type="checkbox"/> In the corridor 5 <input type="checkbox"/> Social area	6 <input type="checkbox"/> Changing rooms 7 <input type="checkbox"/> Local community 8 <input type="checkbox"/> Cyber/online 9 <input type="checkbox"/> School Transport Other (please specify) _____
Incident Reported By: Date reported: / /	Staff Member Addressing the Incident:
Name and Stage of other pupils involved (child/young person/s displaying bullying behaviour):	
Incident Details (include words used against child/young person during incident) (include names of bystanders)	
Views of the child/young person on receiving end of bullying behaviour (in their own words):	
Outcomes	
Was the situation resolved?	YES/NO
Did the child/young person feel that adults in school :-	
Listened to their concerns	YES/NO
Responded to their concerns appropriately	YES/NO
Child/young person's views of the outcome:	
Action taken to resolve the situation and support the child/young person	

Signature: _____ Post: _____ Date: ____ / ____ / ____

*Offences (Aggravation by Prejudice)(Scotland) Act 2009

Appendix 1