

DEERPARK PRIMARY SCHOOL



ANTI-BULLYING POLICY (AUGUST 2018)

"Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them."

(The United Nations Convention on the Rights of the Child, Article 19) RATIONALE

We know that for all members of our school community to thrive emotionally, they must feel safe. For effective learning and teaching to take place at Deerpark Primary School, ensuring the safety and well-being of everyone is vital. This is supported through the promotion of our school values RESILIENT, FUN, SAFE, TOLERANT, RESPECTFUL, EFFORT and NURTURING.

Bullying impacts on children's wellbeing and can affect how they participate in class, how well they attain and to what extent they feel included. Staff, children and parents continuously work together to ensure that bullying has no place at Deerpark.

WHAT IS BULLYING?



"Children will tease, fall in and out with each other, have arguments, stop talking to each other and agree and disagree about what's cool and what's not. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked it can lead to bullying.Bullying is behaviour which leaves people feeling helpless, frightened, anxious, depressed, demeaned. Actions can affect people in different ways and this should be taken into consideration. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person..... the impacts of bullying can be prevalent after one incident." Respect Me (2008)

Respect Me is Scotland's national Anti-Bullying Service providing guidance and advice on bullying issues.

This behaviour can include:

- 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 phone
- 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)

RIGHTS OF CHILDREN

Through the UN Convention on the Rights of the Child (UNRC) our school is legally obliged to consider and ensure access to rights of the children that we teach. Bullying behaviour stops children feeling safe from harm, so we actively promote children's rights within Deerpark Primary School.

The Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006, each place a duty on education authorities and education establishments to actively counter discrimination on the grounds of race, disability and gender and to actively promote equality. The Equality Act 2010 also makes illegal discrimination on grounds of sexual orientation, religion, belief and age. This Act provides protection for people discriminated against because they are perceived to have, or are associated with someone who has, a protected characteristic. The protected characteristics are noted below, with some other characteristics that may lead to bullying that are not covered by the Equality Act 2010:

- Additional Support Needs
- Age
- Asylum Seekers and refugees
- Body image and physical appearance
- Disability
- Gender identity (including gender reassignment)
- Gypsy / Travellers
- Sexual orientation



- Looked After Children and Young People
- Marriage / civil partnership
- Racism and race
- Religion or belief
- Sectarianism
- Sexism and gender
- Socio-economic prejudice
- Young Carers
- Intersexuality (*more than one characteristic*)



WHAT CAN OUR SCHOOL DO TO TACKLE BULLYING?



Set the right ethos by:

- Working to improve self-esteem
- Developing a sense of personal worth
- Encouraging mutual respect and a respect for differences
- Providing opportunities for co-operative learning
- Encouraging staff to be aware and alert

Acknowledge the problem through:

- Being open and responsive when alerted to difficulties by pupils, parents and staff
- Gathering information through surveys, questionnaires and focus groups

Raise awareness about bullying:

- Design posters and leaflets
- Display advice/publicity materials
- Circle time topic
- Use of anti-bullying resources including literature, video clips and sound bites
- Drama/role play
- Have a whole-school Anti-Bullying event

Use the curriculum:

Literacy and English

Listening and talking (real and imaginary incidents).
Fiction and Non-Fiction reading.
Imaginative, Personal and Functional writing.

Expressive Arts

Drama/role play
Co-operative games
Art work

Health and Wellbeing through programmes and activities:

Knowing Me, Knowing You (ICE pack)
Feel, Think, Do Pupil Council
Circle Time Emotion Works
Cool in School Friends For Life
Buddy programme

Religious and Moral Ed.

Values focus
(tolerance, respect, etc.)

Technologies

Focus on using social media

Encourage pupils and parents to report bullying:

- As a school we promote the message that bullying must not be kept a secret and the importance of sharing what is happening to help issues be resolved.

Support the child experiencing the bullying / discriminatory behaviour:

We can

- Create a climate of concern - we must understand the feelings of helplessness experienced by the victim
- Listen and take what is disclosed seriously
- Challenge false excuses
 - 'Accident' - Did you say sorry?
 - Did you help the victim?
 - 'Laugh' - Was everyone laughing?
 - 'Game' - Was everyone enjoying it?
- Affirm that they **have done the right thing** by telling
- Exclude the words 'just' and 'only' from any discussions about the incident.
- Consider setting up assertiveness training for vulnerable pupils and give general guidance on what to do

Support the child who is demonstrating bullying/discriminatory behaviour:

- Make clear that they are accountable for their actions
- Clearly state that it is the **behaviour** that is unacceptable (label the act, **not** the child)
- Our response should not include anger, aggression or humiliation (never bully the bully)

Change the bullying behaviour:

- Gather information
- Ask the victim if it is okay if all concerned meet together
- Set up chairs in a circle
- Victim says what happened
- Ask victim to say how they felt
- Ask bully if they realised this
- Ask victim what they want to happen - usually they want it not to happen again
- Ask the bully what they can do to help
- Ask the victim how they are feeling now
- Congratulate everyone on the outcome of the meeting
- Arrange a date to meet again to discuss what has happened, if anything, since initial meeting
- Make it clear that an earlier meeting will be arranged if there is any problem

Keep Parents Informed:

We recognise that for the parents of children involved in bullying situations it is important that they are kept informed of:

- Concerns raised by children and/or adults
- Any actions taken
- Strategies used
- Outcomes
- Leaflets and booklets which give further information about dealing with bullying

WHAT CAN PARENTS / CARERS DO TO TACKLE BULLYING?

Support your child by:

- Trusting your instincts - you know your child best, you know when something is wrong
- Making time to listen - be patient
- Asking questions sensitively - resist the natural temptation to interrogate
- Staying as calm as possible, even although you may feel angry / worried / anxious
- Reassuring your child that telling is the right thing to do
- Contacting the school on **01259 452218**



Support the school by:

- Reading the policy and seeking help and clarification if necessary
- Make clear to your child that bullying can neither be ignored nor encouraged
- Alerting us as soon as a problem is suspected
- Co-operating with staff in an open and responsive way when alerted about bullying
- Trusting us to give it the attention which it deserves, dealing with the situation sensitively and keeping you informed
- Discouraging your child from hitting back



DEERPARK PS - PROCEDURES FOR DEALING WITH BULLYING AND INCIDENTS OF DISCRIMINATORY BEHAVIOUR



ALL bullying incidents and suspected bullying incidents must be taken seriously and investigated thoroughly. All incidents must be handled sensitively and the pupil reporting must be reassured. Although bullying can be reported to any member of staff, the main point of contact for all suspected or reported bullying incidents is the Depute Headteacher to ensure possible links are made.

1. Through investigation the following facts should be ascertained:

What happened?

Where and when did it happen?

Who was involved?

Is this a case of bullying?

Investigations should involve questioning pupils and staff, particularly those with playground supervision responsibilities. Notes should be taken to ensure that information shared is recorded for future reference.

2. Depending on the nature of the bullying the following actions may be taken:

- Using the restorative conversation approach, engage all pupils involved to discuss impact and ways to resolve the situation
- Record the incident(s) and dates of discussions on Seemis for ALL involved, without names of other pupils.
- Discuss with members of the Senior Leadership Team. **The Depute Headteacher and / or the Home School Liaison Officer** will take some or all of the following action:
 - Meet with all pupils involved
 - Fill in Incident of Bullying Report Form (Appendix 3 - Clackmannanshire Anti-Bullying Policy) and contact parents at this stage, if appropriate. Record on Parent Contact form (Appendix 1)
 - Set up Mediation Circle
 - Meet regularly over next few days
 - Meeting with parents
 - Internal exclusion

3. It should be noted that, after discussion with staff, a programme may be set up to raise the self-esteem of the bullied pupil, involving praise, encouragement, raising of profile and providing responsibilities (*appropriate to child involved*).
4. Supporting the child who is demonstrating the bullying behaviour is equally important. A programme may be put in place involving discussion with staff, with arrangements made to monitor behaviour and giving opportunities to take on responsibilities linked to positive practice.



Record of Parental Contact for Incidents of Bullying Behaviour



Age Stage /Year Gender Ethnic Origin Disability

Name of young person displaying alleged bullying / discriminatory behaviour						
Name of young person experiencing alleged bullying / discriminatory behaviour (if any):						

Date

Details of contact with parents / carers

Recording, Reporting and Monitoring of Incidents of Bullying Behaviour

Name of Establishment:	Date:	Time of Incident:	Place of Incident:
Reported to:	Reported by:		
Investigated by:			

The Alleged Incident

	Age	Stage/Year	Gender	Ethnic Origin	Disability
Name of young person displaying alleged bullying / discriminatory behaviour					
Name of young person experiencing alleged bullying / discriminatory behaviour (if any):					

Type/Nature of Alleged Incident

<input type="checkbox"/> Written or electronic	<input type="checkbox"/> Material (e.g. damage to property)
<input type="checkbox"/> Verbal	<input type="checkbox"/> Social/mental (e.g. isolation)
<input type="checkbox"/> Physical or sexual	<input type="checkbox"/> Incitement (eg encouraging others to bully; wearing discriminatory insignia such as racist badges; distributing racist or other discriminatory literature)

Does the person being bullied believe it was motivated by reasons to do with any of the following (you may tick more than one)? :

Race*	<input type="checkbox"/>	Gender	<input type="checkbox"/>	Religion/Belief	<input type="checkbox"/>
Disability	<input type="checkbox"/>	Sexual Orientation	<input type="checkbox"/>		

* NB ALL incidents where the victim believes the incident was racially motivated MUST also be recorded and reported through the RAHMAS procedures

Details of the incident _____

How you investigated:
