



Together We Will Travel Far

Deerpark Primary School Anti-Bullying Policy and Guidelines

# Deerpark Primary School



## ANTI-BULLYING Policy

### April 2021



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## Deerpark Primary School Anti-Bullying Policy and Guidelines

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### 1. Introduction

**“Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online”.**

(respectme, 2015)

The respectme children and young people's consultation reported that the most important actions that adults (in schools, youth groups, colleges, after school clubs, sports clubs etc.) undertook were to:

- take children and young people seriously when they talk about bullying
- know about the anti-bullying policy
- challenge inappropriate behaviour
- think about how to stop bullying before it happens
- ensure all children and young people are included, engaged and involved and have the opportunity to participate in school and community events

(respectme, 2015)

Our Vision is that Clackmannanshire is a place where all children and young people have high aspirations and a bright positive future ahead of them. They should leave education skilled and well prepared for life, work and future learning. We will work to minimise the effects of child poverty and raise attainment for all. Excellence and equity will be the norm.

*Clackmannanshire Health and Wellbeing Strategy 2017-2022*



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### 2. What is Bullying?

Bullying is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up.

We will work together with our partners to ensure that:

- we put children, young people and their families at the centre of our thinking, planning and actions
- we listen to children and young people and their families, and involve them in decisions that affect their lives
- children, young people and their families will be empowered to make decisions for themselves

*Clackmannanshire Health and Wellbeing Strategy 2017-2022*

Many people have a role to play in contributing towards children and young people's development of respectful, responsive and confident relationships.

### Definition of Bullying Behaviour

In line with the Scottish Government and respectme - Scotland's Anti- Bullying Service, bullying is defined as:

*'a mixture of behaviours and impacts which can impact on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying behaviour takes place in the context of relationships; it is behaviour that can cause people to feel hurt, threatened, frightened and left out both online and offline'.*

*(Scottish Government 2017)*



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### Bullying behaviour can include:

- Being called names, teased, put down or threatened
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you both online and in the real world
- Receiving abusive messages on social media or electronic communication
- Behaviour which causes people to feel like they are not in control of themselves
- Being targeted because of who you are or who you are perceived to be

"This behaviour can harm people physically and/or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. Bullying is both behaviour and impact."  
(respectme 2015)

Every bullying incident should be looked at individually. In some cases, children or young people may not be aware that their behaviour is actually bullying. They are perhaps modelling the behaviour of adults or other children and young people, not understanding that it is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this.

It must be explained to the person bullying that their behaviour is unacceptable and why intent is difficult to prove and young people can often reframe their behaviour when challenged. It is more important to focus on the behaviour and the impact it had, rather than trying to establish whether someone acted deliberately or not.



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### Online Bullying

For children and young people, online environments are social spaces where they can hang out and meet friends. Like any other place they visit, there are benefits and risks. Adults need to be engaged with children and young people about where they go online, just as they are when they go into town or to any other 'real' physical place.

Online bullying, or 'cyberbullying' as it is often referred to, should not be treated any differently; it's still about behaviour and impact. The behaviour is the same but it takes place online, usually on social networking sites and online gaming platforms, and can include a person being called names, threatened or having rumours spread about them.

### Prejudice Based Bullying

Bullying behaviour may be the result of prejudice-based views, beliefs and fears, leading to the dislike of and hatred of individuals. This is known as prejudice-based bullying. This bullying can be based on any characteristic unique to a child or young person's identity or circumstance; some of these characteristics are protected by law. The protected characteristics can include:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation



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### When is it not bullying?

We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of behaviour. It is important to discuss how they feel and help them to develop resilience to manage their relationships.

Similarly, bullying behaviour can sometimes be unsuccessful. A person can attempt to bully someone using a range of behaviours but it has no impact - in this case the person has not been bullied but the behaviour needs to be challenged appropriately and should not be ignored. For example, the use of homophobic or derogatory language, which may have no impact on the person it is aimed at, must still be challenged as the language itself is unacceptable and could impact on other people.

On the other hand, incidents can be perceived as bullying when they are more serious and are, in fact, criminal in nature. It is important to ensure that there is a clear distinction between bullying and other potential forms of criminal offences such as hate crime, child sexual exploitation and gender-based violence. For instance, when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying. This is sexual assault or abuse and a form of gender-based violence. There are laws to protect children and young people from this very serious type of behaviour.

Similarly, hate crime is defined in law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. A hate crime can take a number of forms that are potentially a form of criminal harassment and should be treated as such. Adults and children and young people can seek appropriate advice and guidance from respectme and Police Scotland if they feel a hate crime may have taken place.



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### 3. Our Aims

- To use the curriculum as a means to prevent bullying.
- To help pupils develop skills to recognise bullying and deal effectively with incidents.
- To ensure that teaching and non-teaching staff, parents and pupils are aware of the procedures for dealing with bullying.
- To provide guidance and support for pupils who bully or are being bullied.
- To record all bullying incidents and communicate effectively with all interested parties.
- To monitor and evaluate the effectiveness of this policy regularly in order to review practices and procedures appropriately.

### 4. Approaches to Preventing Bullying

Bullying takes place in the context of relationships. Promoting respectful relationships, repairing relationships where appropriate, and ensuring we respond to all forms of prejudice will help create an environment where bullying cannot thrive. There are a range of strategies and programmes that can improve relationships and behaviour, promote equality and challenge inequality, and develop emotional well-being to help prevent and address bullying.

"Try and help the bullies change their behaviour"

*Clackmannanshire Council Pupil Anti Bullying Consultation 2019*





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### 5. Procedures for Dealing with Bullying

The key message of "no innocent bystanders" requires every person, whether adult or child, to report any incident of bullying or suspected bullying to the person of their choice. This information should then be passed to the class teacher or any member of the management team. The incident should then be thoroughly investigated. It is important to emphasise that this should be done sensitively and with reassurance to the bullied pupil. The following information should be obtained and recorded:

- Who was involved? What happened? Where and when did it happen?
- Is this a case of bullying?
- If appropriate, ascertain the motive.

Depending on this information, some of the following actions will be taken:

- Oral warning, with emphasis on a restorative approach as outlined in Deerpark Primary School's Positive relationship Guidelines.
- An appropriate follow up activity that reflects upon the choices made by "the bully" and how to move on from this inappropriate behaviour choice.
- Parents/Carers notified
- Other agencies involved (police, educational psychologist, social work)
- The Senior Leadership Team must keep records of any reporting of bullying behaviour including details of any associated correspondence or communication, actions taken and outcomes - this should be recorded on the SEEMiS Bullying and Equalities Module and monitored regularly

Guidance for the child who is using bullying behaviour is important. The child who has been bullied will be given support and guidance. The aim is to eventually bring both children together to agree an



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acceptable way forward. All staff, teaching and non-teaching will take every opportunity to counsel pupils about their behaviour and responsibilities in a positive, supportive way.

As part of the counselling approach, it is important that pupils involved are helped to rebuild their self-esteem promptly as part of the immediate response to any incident. The school's Positive relationship Guidelines will enable this response to be actioned appropriately.

### 6. Monitoring and Evaluation

The effectiveness of this policy will be monitored and evaluated annually



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