Strathdevon Primary

Anti-Bullying Policy 2021

Taking pride in all we do.

Ambition. Respect. Friendship. Resilience.

"Bullying is

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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".

(Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People. 2017)

Bullying is a breach of the UN Convention on the Rights of the Child and at Strathdevon Primary and ELC, bullying behaviour will not be tolerated. All children are entitled to learn, work, and play in an environment which is free from all forms of bullying and discrimination. Children at our school should feel valued, respected, nurtured, and safe. Clackmannanshire Council, and Strathdevon Primary, regards any bullying as a Health and Wellbeing issue for our children, young people, and their families.

The purpose of this policy is to support our values, vision and aims at Strathdevon Primary and ELC and to provide a consistent and effective approach to preventing bullying behaviour. If bullying does occur, all children should be able to tell an adult and know that incidents will be dealt with promptly and effectively, as outlined in this policy.

This policy will outline:

- Defining bullying behaviour and different types of bullying.
- Our approaches to preventing bullying and our clear commitment to promoting and role modelling positive relationships and positive behaviour.
- Strategies that will be used to respond to bullying, including the involvement of children and parents/carers.
- The recording and monitoring strategies that will be used in line with GDPR guidelines.
- In what way and how often the policy will be evaluated and reviewed with children, parents and staff.

This policy will be evaluated and reviewed in September 2022 by a member of the Senior Management, in consultation with children , parents/carers and staff.

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'.* (Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People. 2017)

A pupil focus group highlighted that pupils can be unsure of what is classified as 'bullying behaviour'.

"I don't know if it's called bullying if I fall out with a friend" (P6 pupil).

We continue to work closely with children, families and staff to establish the difference between a one-off incident and bullying behaviour. We do not condone occasional name calling or rough play, but we also acknowledge that people react differently to situations. When an occasional problem arises between children, staff work closely with the children involved to repair the relationships through continued development of social skills and restorative conversations. However, if there are ongoing incidents where a child is in distress or is hurt and the person responsible knows this, this has become bullying behaviour.

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, phones, tablets etc.
• 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." (Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People. 2017)

Online Bullying

In 2021, our children and young people use online environments to benefit their learning and also to socialise. However, there are risks that come with using the variety of online environments now available.

Online bullying can include a child or young person being called names and threatened, with the behaviour and impact of 'cyberbullying' being the same as when it happens in person. At Strathdevon Primary and ELC, we aim to equip our children with the skills and knowledge necessary to navigate online environments as safely as possible, encouraging them to talk to trusted adults if they are experience online bullying. Children are taught about online safety through a variety of Health and Wellbeing lessons at all stages across the school.

"Our responses will be more consistent and effective when we address online bullying as part of our whole anti-bullying approach, not as a separate area of work or policy." (Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People. 2017)

Prejudice Based Bullying

At Strathdevon Primary and ELC, we aim to create a learning environment where diversity is celebrated and name calling, and comments based on prejudice are challenged.

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. (Clackmannanshire Council. 2019)

The Equality Act 2010 has made it unlawful to discriminate against people with a 'protected characteristic'.

The protected characteristics are;
• Age
• Disability
• Gender reassignment
• Pregnancy and maternity
• Marriage and civil partnership
• Race
• Sex
• Religion or belief
• Sexual orientation

Approaches to Preventing Bullying

At Strathdevon Primary and ELC, we promote positive and respectful relationships between all members of staff, and between staff and pupils. Within each classroom teachers aim to create a positive ethos where pupils feel safe, respected and valued. Throughout the school children develop a clear understanding about the United Nations Rights of the Child and the GIRFEC Wellbeing Indicators (SHANARRI).

We also work hard to ensure chidren have the age-appropriate social and emotional skills needed to form and maintain positive relationships, and to deal with challenging feelings or incidents. We do this through discrete learning and teaching opportunities and modelling positive relationships and interactions between staff, and between staff and children. In addition, each class use a resource called Emotion Works to support children in the development of their emotional wellbeing, language and literacy skills.

At Strathdevon Primary and ELC we strive to ensure there is a:

• Consistent approach to emotional learning across the school.
• Consistent language used by all adults in the school.

- Progressive approach to Health and Wellbeing learning.

Roles and Responsibilities at Strathdevon Primary and ELC

This page outlines the roles and responsibilities for all children, staff and parents/carers in relation to preventing, addressing and recording bullying incidents. Please see Appendix 1 for more in-depth information.

The Senior Management Team will:

- Lead the establishment's commitment to prevent, reduce and respond to bullying.
- Ensure that children, young people, staff and parents can be actively involved in developing and monitoring the anti-bullying policy and procedures.
- Consider appointing a co-ordinator to (i) maintain the SEEMiS Bullying and Equalities Module of bullying incidents and related actions and (ii) monitor the overall effectiveness of the policy and procedures.
- Ensure the involvement of partner agencies where appropriate.
- Ensure appropriate curricular focus throughout the year, e.g. linking to health and wellbeing or the promotion of equality, through focussed assemblies or 'weeks'.
- Offer information and resources on bullying issues to parents and carers.

Teaching staff will:
- Assess each incident carefully, investigate and record relevant data as per the policy.
- Be good listeners and support children and young people in talking about bullying.
- Engage respectfully and role-model behaviours.
- Ensure appropriate curricular focus e.g. Health and Wellbeing, anti-bullying week, circle time, assemblies involving children and young people.
- Be alert to any change of attitude or relationships between children and young people.
- Try to recognise vulnerable individuals and work to raise their self-esteem and confidence.
- Record and report incidents and their resolution in the SEEMiS Bullying and Equalities Module, as per the establishment policy.
- Keep a record of any on-going concerns.

Support staff will:

- Be alert to and engage with isolated children and young people in class and outside.
- Inform teaching staff/SMT of children and young people who appear to be isolated.
- Be good listeners and support children and young people in talking about bullying.
- Keep a watchful eye on 'rough and tumble interactions' to ensure that everyone is safe and respected.
- Be aware of/check areas where children and young people are vulnerable.

- Never ignore aggressive or bullying behaviour.
- Report bullying incidents to the relevant member of staff.

<u>Children and young people are encouraged to:</u>

- Take responsibility for their own behaviour.
- Report bullying incidents they have experienced or witnessed to a member of staff.
- Take part in curricular work and experiences to learn about, and to challenge bullying.
- Develop an understanding of prejudice-based bullying and how to challenge it.
- Work within class groups and/or pupil councils to support the anti-bullying policy.

<u>Parents and carers are asked to:</u>

- Communicate concerns about bullying quickly to the school.
- Support the establishment in its efforts to challenge bullying behaviour.
- Encourage children and young people to share worries about bullying with staff.

Talk to their child and discuss how he/she would like each situation handled. help the child or young person feel they are gaining some control of the situation.
- Engage respectfully and role model behaviours.

Recording and Investigating

At Strathdevon Primary and ELC, once an incident has been raised, it will be logged on SEEMiS Bullying and Equalities Module as soon as possible, in accordance with Clackmannanshire Council's advice on recording and monitoring personal data. This will ideally happen within three working days.

An investigation into the incident will be conducted by the class teacher or a member of the Senior Management Team, and SEEMiS should be updated throughout the process. Once concluded, the incident(s) should be closed off from SEEMiS.

Once an incident has been raised, there will be ongoing communication from the class teacher and/or member of Senior Management Team with parents/carers of the children involved. Staff at Strathdevon Primary will liaise with the appropriate parents/carers throughout the investigation process of the incident(s) and at the conclusion of the investigation to discuss the outcome.

Where an incident is found to be bullying, we will ensure that appropriate supports and interventions are in place for children to address any underlying prejudice.

Appendix 1

Strategies to Address Bullying Behaviour

Setting the right ethos - The establishment: • gives clear, explicit and consistent messages that bullying is unacceptable • involves children, young people, staff, parents and partners in discussing, agreeing and taking action on bullying, e.g. an anti-bullying working group, the health & wellbeing working group, pupil and class councils, Parent Council, parents workshops, CLPL • reviews school practice and organisation to identify any aspects which might allow or encourage bullying e.g. self evaluation tool, Policy Through To Practice • ensures that the distribution and use of power by adults does not model bullying • provides appropriate staff and curriculum development

Encouraging the reporting of bullying behaviour – The establishment: • has an open complaints procedure for children, young people and parents/carers • actively encourages children and young people to report bullying behaviour • provides a range of opportunities for children and young people to communicate concerns about bullying (e.g. listening posts, suggestion boxes, questionnaires, named staff, buddies) • designates time for class or group discussion about bullying

Raising awareness – The establishment: • uses relevant group e.g. health and well-being, to promote anti-bullying • surveys opinions on/experience of bullying from children, young people and staff • displays children's and young people's anti-bullying posters • discusses bullying as part of primary/secondary liaison • initiates parent workshops on bullying (possibly with partners such as respectme, health or the police) • involves older pupils and/or outside speakers in talking to pupils about bullying and discriminatory behaviour • features bullying as an issue at assemblies and through newsletters/website

Linking the formal and informal curriculum – The establishment: • identifies curricular opportunities to discuss feelings/experiences of bullying behaviour, including explorations of prejudice and injustice • promotes a positive ethos of respect throughout the curriculum • encourages approaches in sport that emphasise co-operation and participation as well as winning e.g. Positive Coaching Scotland 15

Supporting those involved in bullying behaviour – The establishment: • reassures children and young people that bullying is never acceptable • creates systems for early identification of vulnerable children and young people • acknowledges the distress of a bullied child or young person • provides advice and support as appropriate • provides opportunities for friendship formation through, for example, buddying both in class and at break times, opportunities for older pupils to support younger pupils who are being bullied

Supporting those who might see bullying behaviour – The establishment: • encourage all children and young people to recognise that others can play an active part in challenging bullying behaviour when it is safe for them to do so. • actively recognises and values those who support others • encourages the natural leaders amongst children and young people to set a positive climate in the classroom, playground and social spaces • channels the natural empathy most children and young people have for those who are bullied and those who bully others.

Changing the bullying behaviour – The establishment: • holds pupils who bully accountable for their behaviour and supports them in changing that behaviour, e.g. using mediation, restorative practices etc • develops consequences which encourage children and young people who bully to think about their misbehaviour and its impact on others and on themselves • helps children and young people to communicate effectively in conflict situations • uses it's positive behaviour system to monitor bullying as well as classroom behaviour

Dealing with problem areas and times – The establishment: • offers training/support to support staff to enhance their skills, status and confidence • identifies sources and locations of problems and ensures closer monitoring of these, e.g. lunchtime queues, toilets • involves children and young people in seeking solutions • improves the amount or the nature of supervision at break times • ensures flexibility when and where appropriate, this should be a temporary solution; e.g. considers staggering or reducing break times • provides a range of activities at lunchtime e.g. clubs, supervised play • provides equipment/materials and 'games' workshops for children, support staff and parents 16

The communication of anti-bullying policy – The establishment: • makes it clear how the anti-bullying strategy relates to other policies • ensures that children, young people and their parent/carers know what to do and what to expect if they are bullied, or if they witness or express bullying behaviour • refers to the anti-bullying policy using a range of mediums e.g establishment website, handbook, Facebook or Twitter • takes a whole establishment approach, also ensuring that there are designated staff with clear roles and responsibilities in relation to the anti-bullying strategy

Monitoring and evaluation – The establishment: • agrees on how the strategy's effectiveness will be monitored and evaluated • has a systematic approach to checking and analysing bullying incidents • ensures that staff, parents, carers, children and young people are involved in reviewing and evaluating the anti-bullying strategy