St Clement's R.C. Primary   **Action Against Bullying (DRAFT)**

Background

'Children have the right to be protected from being hurt and mistreated, physically or mentally.'
United Nations Convention on the Rights of the Child – Article 19

'Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards'
Scottish Government Vision of Anti-bullying for children and young people, 2010

In St Clement's R.C. Primary, we fully endorse these statements and the spirit and practices outlined in Dundee City Council's Anti-Bullying Guidelines 2013. Personal safety and issues of bullying behaviour are a priority in St Clement's.

Everyone in our school community has the right to feel safe, to be respected and to learn. Everyone within the school community is expected to promote these rights through their actions and to accept their individual responsibility for helping each other to develop positive attitudes and behaviours.

Relationships in our school are characterised by respect, kindness and consideration and based upon Gospel values. All adults are expected to interact with others in a way which promotes positive, open and supportive relationships, where pupils feel safe and secure. Accepting this responsibility will provide a safe and happy environment for learning across our school.

We foster a strong ethos which supports health and wellbeing and which promotes positive relationships, communication and respect for self and others. This is supported by:
- our whole school approaches to relationships and behaviour
- our social and emotional skills development programmes.
- assemblies, themed weeks, posters and training
- peer led interventions such as buddying, paired reading prefects, mentors and monitors
- engagement with relevant partners eg The Child Exploitation and Online Protection Centre, (one of our teachers is a CEOP trainer) or respectme

There will be times, however, when these rights are breached and responsibilities not followed, and so we are committed to addressing positively and proactively any issues of bullying in our Community and across our shared Campus. We therefore commit to:
- developing positive relationships amongst children, young people, and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing
- building capacity, resilience and skills in children and young people, and parents and carers, to prevent and deal with bullying
- preventing bullying of children and young people through a range of policies, strategies and approaches
- supporting children, young people and their parents and carers who are affected by bullying.
- Working closely with our Campus partners, Camperdown Primary School

Purpose of this Guidance:
- to provide guidance and support to staff, visitors, parents/carers and partners on how we can sustain a positive ethos, culture and effective practice which proactively prevents and deal with all types of bullying
- to ensure a coordinated, consistent and cohesive approach to anti-bullying across the school
- to set out clear procedures by which we will respond to and record any bullying behaviours

Principles

- all relationships within our learning community should be based on mutual respect
- all children and young people have the right to work and learn in an atmosphere that is free from victimisation and fear
- all children and young people are responsible for acting in such a way that does not intimidate, humiliate, exploit or harass other children and young people and adults
- all forms of bullying are unacceptable
- a positive ethos is essential to ensure an anti-bullying culture.
- The policy must reflect the views of all learning community stakeholders, including pupils, partner agencies and parents/carers

Who Should Implement this Guidance?

For this policy to work requires the commitment of all staff, children, young people and parents/carers within our learning community. Preventing and responding to bullying behaviour is the responsibility of all members of our learning community – pupils, staff and parents/carers.

The Anti-Bullying Coordinator in the school is the Head Teacher, although all staff will be involved in prevention and responding to any incidents which arise.

Responsibilities:

Anti-bullying Coordinator:
The responsibilities of the Anti-bullying Coordinator include:
- the revision and implementation of their own establishment's policy
- collating the responses and recording of bullying behaviours using the Bullying Incident Report Form (or SEEMIS when available)
- identifying trends or specific issues with regard to bullying
- supporting the development of a positive ethos

Staff Members
The responsibilities of individual establishment staff members include:
- setting an example of appropriate behaviour towards others
- providing children and young people with opportunities to be listened to
- being sensitive to children and young peoples' rights for privacy and respect
- reporting, investigating and recording alleged bullying according to establishment policy, which is in line with practices recommended by Scottish Government and Local Authority guidelines

Parents/Carers
The responsibilities of every parent/carer include:
- promoting good communication between themselves and their child about their child's learning and development
- informing the establishment of any incidents about which they are concerned
- being aware of current policy and procedures
- encouraging their child's regular attendance throughout any investigation
- giving appropriate guidance to their children and working in partnership with the establishment if issues arise

Pupils
The responsibilities of every pupil include:
- contributing to keeping themselves and others safe
- contributing, accepting and abiding by the rules of their establishment
- respecting the collective and personal belongings of all others
- displaying good citizenship to others, including reporting any incidents of alleged bullying behaviours to a responsible adult

Definitions

What is Bullying?

'Bullying can be regarded as a mixture of behaviours and impacts which can influence a person's capacity to feel in control of themselves. It can be repetitive, or isolated, intentional or unintentional behaviours that hurt, intimidate, humiliate or embarrass a person.'

Respectme

Some examples of what pupils told us:

'Bullying behaviour is a hurtful or damaging situation caused by either a group or and individual.'

'Bullying behaviour has various forms and various outcomes.'

'Bullying behaviour may be continuous or not and can physically, mentally or emotionally harm another person.'

Bullying behaviour does not have to be "spoken words" but can be text or messages

A hurtful or damaging situation caused by a group or individual

Bullying behaviours may include:
(this is not an exhaustive list.)
- name calling, teasing or taunting
- ignoring/isolating/leaving out others and spreading rumours
- using multi-media or social networking sites to do any of the above via text message or email, sometimes known as cyber bullying
- hitting, tripping, kicking
- taking or damaging belongings
- making people feel like they are being bullied or fearful of being bullied
- targeting someone because of who they are or are perceived to be

Bullying behaviours can be influenced by prejudice and may be based on various characteristics including race; body image; gender; sexual orientation and identity; disability; additional support needs; socio-economic status; nationality; language; religion; lifestyle choices such as what clothes they, wear what football team they support. Appendix 2 provides more detail on prejudice behaviour as noted from respectme.

Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs for children and young people. There is specific legislation in this area in the Education (Additional Support for Learning) (Scotland) Act 2009.

Bullying is not:
- children or young people falling out
- children or young people who do not get on with one another
- a one off fight between children or young people

All complaints or allegations of bullying behaviours must be taken seriously. Cyber bulling will be taken just as seriously as any other form of bullying.
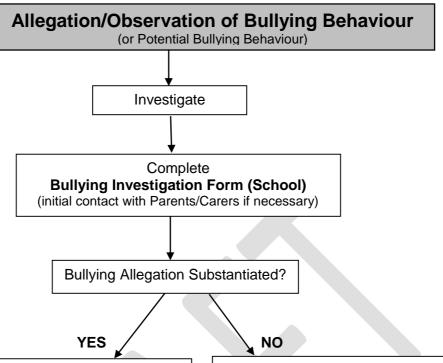
Monitoring, Evaluation and Review

This guidance will be reviewed every three years and involve a cross-section of stakeholders. Any review will take account of any updates within the Dundee City Council Education Department Guidelines.

Review date – January 2015

Allegation/Observation of Bullying Behaviour
(or Potential Bullying Behaviour)

↓

Investigate

↓

Complete
Bullying Investigation Form (School)
(initial contact with Parents/Carers if necessary)

↓

Bullying Allegation Substantiated?

YES ← → **NO**

YES	NO
Investigator: • Contact parents/carers of *all* involved to discuss • Inform relevant adults • Sanctions / Restorative work • Record: **Pastoral Note** and **Demerit** • Email **Bullying Investigation Form** to Anti-Bullying Coordinator (HT)	*Investigator:* • Deal with incident as appropriate eg No Further Action, Pupil Behaviour Incident, Referral • Record in **Pastoral Notes** • Email **Bullying Investigation Form** to Anti-Bullying Coordinator (HT)
Anti-Bullying Coordinator: • Complete **DCC Bullying Incident Report** and file • **Log** as **Bullying Incident** • **File copies in relevant PPRs / eCasefiles** • Carry out review at appropriate time • Monitor at appropriate interval, including checking with those involved if they are satisfied with outcome.	*Anti-Bullying Coordinator:* • Complete **DCC Bullying Incident Report** and file • **File copies in relevant PPRs / eCasefiles** • Carry out review at appropriate time • Monitor at appropriate interval, including checking with those involved if they are satisfied with outcome.

When investigation proves bullying, all interventions will be solution focused and may include:
- mediation
- peer mediation building on a shared concern
- personal support and additional support
- restorative approaches
- supervision
- police involvement or engagement
- interventions from partner agencies
- involving, supporting and enabling parents/carers
- consequences linked with the establishment's behaviour policy

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Form 1

St Clement's R.C. Primary School
Allegation of Bullying - Investigation

Date and Time of Incident:

Alleged Victim (s):

Alleged Perpetrator(s):

Reported by:

Date of Report:

Allegation Details

Investigation Details

Conclusion:
Allegation substantiated   **Yes** ☐   **No** ☐

Actions Taken and Date:
Victim Parent/Carer contacted ☐   Perpetrator Parent/Carer contacted ☐

Bullying Report Form completed and filed ☐

Pastoral Note ☐   Seemis Demerit ☐

Other Action(s) (eg parent involvement if unsubstantiated):

…………………………………………………..   …………………..(date)

Form 2

St Clement's R.C. Primary School   **LOG OF BULLYING INCIDENTS**

Date	Victim(s)	Perpetrator(s)	Type(s) *	Pastoral Note	Investigation / Report by.....

* 1 = written   2 = verbal   3 = Physical   4 = Cyber

5 = Property Damage   6 = Isolation   7 = incitement   8 = Other

Form 3

Bullying Incident Report Form

Name of Educational Establishment: _____

Reported by	
Reported to	
Incident date	
Incident time	
Incident location	
Addressed by	

Person(s) experiencing

Forename	Surname	Age	Stage

Person(s) displaying

Forename	Surname	Age	Stage

Type/Nature of Incident

☐ **Written**
(eg graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings, other)

☐ **Verbal**
(eg name-calling, slagging, threatening, sarcasm, discriminatory comments during classes, other)

☐ **Physical**
(eg pushing, shoving, fighting, tripping-up, other)

☐ **Cyber**
(eg offensive texts/messages posts or Photographs on mobile or social media sites)

☐ **Damage to property**
(eg theft of bags, clothes, money; tearing clothes, ripping books, other)

☐ **Isolation**
(eg shunned, rejected, left out of activities/groups)

☐ **Incitement**
(eg encouraging others to behave in a manner which harasses or victimises, wearing discriminatory insignia such as racist badges, distributing racist literature).

☐ **Other**

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Influenced by

Disability		Sexual identity	
Race		Family circumstances	
Age		Religion or belief	
Gender		Economic	
Gender re-assignment		Sex	
Body image		Care circumstances	
Substance misuse		Pregnancy and maternity	
Other		Not known	

Incident Detail

Allegation substantiated? Yes ☐ No ☐

Action

Monitor/Review

Reviewer:_____ **Due Date:**_____ **Completed on:**_____

Person(s) Experiencing		Person(s) Displaying	
Do they feel their concerns were listened to?		Do they feel their concerns were listened to?	
Do they feel satisfied with the outcome?		Do they feel satisfied with the outcome?	
Is the parent/carer satisfied with the outcome?		Is the parent/carer satisfied with the outcome?	

The incident is:

Resolved		Under consideration		Not resolved		Being addressed	

SEEMIS Recording – Pastoral Notes

Date		Recorded by		Recorded where	

Appendix 1

References to Council/National Policies and Guidelines

Dundee City Council:
- Integrated Services System (2012)
- Accessibility Strategy (2013-2016)
- Equality Outcomes (2012-2017)
- Multi Agency Child Protection Procedures (2011)
- Health and Wellbeing Strategy Paper (in preparation)

National:
- Getting it Right For Every Child (2006)
- Curriculum for Excellence (2004)
- 'A Teaching Profession for the 21st Century' (2006)
- Happy, Safe and Achieving their Potential (2005) Standard 2,9 and 10
- How Good is Our School: The Journey to Excellence Part 3 (2007)
- National Parenting Strategy (2012)
- GTC Scotland: The Standards for Registration (2012) Standard 3.2.2
- Better Relationships, Better Learning, Better Behaviour (2013)

Legislation:
- Human Rights Act (1988) and the European Convention on Human Rights (1950)
- Education (Scotland) Act (1980)
- United Nations Convention on the Rights of the Child (1989)
- The Children (Scotland) Act (1995)
- Standards in Scotland's Schools Act (2000)
- Education (Additional Support) (Scotland) Act (2004) revised (2009) and associated Code of Practice
- Parental involvement Act (2006)
- Equality Act (2010)

Appendix 2

PREJUDICE-BASED BULLYING (respect me)

Children and young people can experience bullying for a variety of reasons; where they live, their sexual orientations, gender, disability, the colour of their skin, what clothes they wear or what team they support. The one thing that 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.

Difference, or perceived difference, can be a catalyst for children and young people being bullied. If you would like to find out more about the different types of prejudice-based bullying listed below, visit our useful links section.

Asylum Seekers and Refugees
Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

Body Image
Body image is hugely important to children and young people and bullying because of body image can have a significantly negative impact. For example, a child or young person who is noticeably over or underweight may find that they are particularly vulnerable to bullying behaviour.

Homophobic bullying
Homophobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. However, it can also be directed at young people who do not conform to strict gender 'norms'. For example, a boy who doesn't like football may stand out as being different. Ultimately, any young person can be homophobically bullied and any young person can display homophobic attitudes which should be challenged.

Transgender
Is an umbrella term used to describe someone who does not conform to society's view of being male or female. Children and young people who are experiencing confusion over their gender identity may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person and the hatred, discrimination, intolerance and prejudice that this fear brings. This can result in bullying behaviour towards an individual because they are not seen to be conforming to gender stereotyping and 'norms'. If children and young people are experiencing confusion over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

Looked after children
Children and young people who are looked after and accommodated are vulnerable to bullying behaviour for a number of reasons: It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult; they may have poor relationship 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 privacy.

Race and Ethnicity
Children and young people from minority ethnic groups, including the gypsy/travelling community, often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of 'minority' in a school, community or organisation can often make a child or young person the focus for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they 'deserve' to be treated differently or with less respect.

Religion and Belief

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may fuel bullying.

Sectarianism

Most people understandably associate Sectarianism with religion. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out as a target for sectarian abuse - whatever your beliefs may be.

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 in to the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girl's and boy's behaviour - suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. This should not be confused with sexually aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we recommend against using the terminology of 'sexual bullying' as a descriptor in policies or in practice.

Disablist Bullying

People who bully others 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, and may result in a need for additional support to be provided.

Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Social and Economic Prejudice

Bullying due to social and economic status can take place in any group no matter how little diversity exists in it. Small differences in perceived class/family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, belongings, clothing, hygiene, etc can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.