

Calside Primary School



Respect for All: Anti-bullying Policy

Updated November 2019 in line with
Dumfries & Galloway Guidance

INTRODUCTION

Dumfries Council is committed to providing a safe, supportive environment for all people in its educational establishments.

Dumfries and Galloway guidelines are intended for staff, pupils and parent/carers across every educational establishment. They incorporate the revised Scottish Government anti-bullying guidelines (Respect for All - The National Approach to Anti-Bullying). They outline the importance of developing respectful relationships within school communities, emphasising the importance of creating environments where everyone feels safe and respected in order to support attainment and achievement.

The focus of the guidelines is on bullying between pupils, not council employees. Staff rights are formalised in employment guidance, such as the Council code of practice on Dignity at Work which sets out the council's approach to bullying or harassment in the workplace (Dumfries and Galloway Council "Fair Treatment at Work" February 2016).

Scottish-based research indicates that schools, where attainment is higher than expected for their catchment area, demonstrate positive relationships throughout the school community and that children and young people are involved meaningfully in decisions which affect them at all levels of the school (Behaviour in Scottish Schools 2016). This guidance sets out the expectation that each school will work collaboratively with pupils and parents/carers to develop their own anti-bullying policy. It promotes nurturing and restorative approaches, in keeping with the standards set by Education Scotland:

"Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community." 3.1 HGIOS 4

"... wide range of duties required of all staff and partners to ensure that all children and young people are safe, well cared for and enabled to flourish...." 2.1 HGIOS4

A survey of primary and secondary pupils, undertaken by Dumfries and Galloway Child Protection Committee in June 2017, showed that 96% of children felt safe and would know what to do if they felt unsafe: this included feeling unsafe because of bullying.

This guidance forms part of the Children's Services Plan:

4.6 Develop and deliver awareness raising campaigns on anti-bullying, ensuring that they include prejudice, and inform pupils about their school's anti-bullying policy and the procedures for reporting.

4.7 Review anti-bullying policies: Ensure they comply with the Council's Schools Anti-Bullying Guidelines and cover all protected characteristics and socio-economic groups.

In order to report on these actions, as of April 2018 schools are expected to record incidents of bullying within the SEEMiS Bullying and Equalities module. This will be measured through SEEMiS annual reports. The use of the Self Evaluation Tool (Appendix 1 of Council guidelines) will be used to demonstrate the establishment's policy implementation and returns will be requested by the authority. This will also be subject to inspection as part of Education Scotland Safeguarding Self 4 Evaluation processes. This information may also be shared through reports to the Education and Learning Committee.

In order to support implementation, Respectme, Scotland's Anti-Bullying Service will facilitate workshops locally which schools will be expected to engage in.

All staff who work in schools must adhere to a code of conduct. Volunteer responsibilities in school are set out in Volunteers in Schools Policy. Pupil responsibilities are outlined in school documents relating to positive behaviour. Parent/carer expected codes of conduct are outlined in school handbooks.

Audrey Lowrie

Safeguarding Manager

Reviewed: August 2018

Agreed: Head Teachers Strategy Group September 2018

CHILDREN'S RIGHTS

Children's Rights are unconditional, i.e. responsibilities do not have to be fulfilled in order for children to access their rights. However, in fulfilling these rights, there is a responsibility not to compromise the rights of others.

As part of Dumfries and Galloway Council's Education Service within Education and Learning Directorate, we are committed to supporting and promoting children's rights. There is a legislative context which provides a framework for policy development which informs practice, and should therefore support a culture and ethos of inclusion and respect for all in schools.

The United Nations Convention on the Rights of the Child

Children's rights are now embedded in Scottish legislation with the promotion and upholding of the rights of children and young people and states that all education should develop each child's personality and talents to the full. Children's voices should be heard, and their wishes respected without discrimination of any kind.

The Equality Act 2010 places a duty on schools to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 legislates to prevent direct or indirect discrimination against persons. The seven characteristics which apply across education are:

- Disability
- Sex (Gender)
- Gender reassignment (Transgender)
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

In addition to national legislation, Dumfries and Galloway Council's priorities place every child's wellbeing at the centre. In schools we do this by adhering to the principles of: GIRFEC - Getting It Right for Every Child- which promotes action to improve the wellbeing of all children and young people.

GIRFEC principles and values are underpinned by the United Nations Convention on the Rights of the Child. <http://www.dumgal.gov.uk/girfec>

Curriculum for Excellence (<http://www.gov.scot/Topics/Education/Schools/curriculum>) is the framework to meet the needs of all learners aged 3-18 years to enable them to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors. Under Curriculum for Excellence, Health and Wellbeing, including the mental, social and emotional wellbeing of children and young people, is the responsibility of all staff within schools.

Bullying can be a barrier to fully engaging and benefiting from Curriculum for Excellence and can adversely affect attainment. Bullying can also prevent children and young people from experiencing opportunities for personal development, within and beyond school.

Here at Calside Primary School, our values are:

Creativity
Enjoyment
Friendship
Positivity
Resilience
Respect
Responsibility

We understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment.

BULLYING BEHAVIOUR

Children will tease, fall in and out with each other, have arguments, stop talking to each other and have disagreements. 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, making those being bullied feel afraid, uncomfortable and unsafe in their environment.

Definition of Bullying

"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." (Respect for All, Scottish Government, 2017)

Bullying is a complex behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated. It should be defined by the impact it is having on the person or people affected. It is therefore, not always easy to narrow down behaviours into a definitive statement that will cover all actions and situations. However, it is important to recognise and acknowledge bullying behaviours in order to identify them when they are happening.

Bullying can be verbal, physical and/or emotional or involve online conduct which is unwanted and uninvited. The behaviour may be intentional or unintentional, can cause physical or emotional harm, may be repeated over time or be a one-off incident.

Bullying is a combination of behaviours and the impact they have. It can be a range of behaviours including:

- Physical: this may include hitting, kicking, pushing, or taking or damaging someone else's property.
- Verbal: this may include spreading rumours, name calling, teasing or talking about people.
- Emotional: this may include excluding someone from the group, embarrassing someone or making them feel bad for being different.
- Online: online bullying does not take place face to face but occurs when technology is used to send messages, texts or images which hurt, humiliate, intimidate or embarrass others. Online bullying often involves the same type of behaviour as other bullying, for example, name calling, spreading rumours or leaving people out, but it takes place online on social networking sites, in chatrooms, during gaming or instant messaging platforms. The impact of online bullying is as hurtful and damaging as other forms of bullying behaviour. Some online behaviour is illegal. If an individual sends posts or forwards indecent, racist, sectarian, threatening or inflammatory comments or photographs, they may be committing an offence and may be subject to prosecution. Online bullying will be treated as seriously as any other form of bullying.
- Unlawful Prejudice-based bullying towards those with protected characteristics: Unlawful Prejudice towards those with "protected characteristics" such as: disability, sex (gender), gender reassignment (transgender), pregnancy and maternity, race, religion or belief, sexual orientation (Appendix 3 of Council guidelines).
- Other Prejudice-based bullying e.g. socio-economic, body image, care experienced children and young carers.

The Equality Act 2010 places a duty on local authorities to promote equality, foster good relations and eliminate unlawful discrimination, harassment and victimisation.

Any bullying related to the above characteristics is unacceptable.

Spotting the Signs

Many children who experience bullying do not tell anyone. A young person who is being bullied may feel:

- Pain or hurt
- Weak and powerless to make things better
- That it may be their fault
- Fear
- Isolation
- Less confident
- Anxious about making it worse if they tell someone

So, what are the signs to look for that might indicate that bullying is happening?

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs that they should investigate if a child:

- Is frightened
- Doesn't want to go on the school/public bus
- Asks to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school-phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or book damaged
- Has possessions which are damaged or "go missing"
 - Asks for money or starts stealing money (to pay person bullying them)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises

- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when an online-message is received

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated. Any of these feelings may have other causes - so quiet, calm discussion and good listening is vital for understanding what is really happening.

Responding to Bullying

When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it (www.respectme.org.uk).

Some groups of children and young people may be more at risk of bullying behaviour from others because of, for example, home circumstances, cultures and beliefs or perceived differences.

PREJUDICE BASED BULLYING

There are 9 Protected Characteristics under the Equality Act 2010. We have highlighted these here:

1. Asylum seekers and refugees
2. Body Image
3. Disability
4. Homophobia, biphobia and transphobia
5. Looked After Children / Care Experienced Children
6. Racial Bullying
7. Sectarianism, religion and belief
8. Sexism and Gender
9. Social and Economic Status

Calside Primary has a clear commitment to promoting and role-modelling positive relationships and positive behaviour. This includes challenging prejudice -based language and behaviour and role - modelling appropriate responses and support.

Calside's Golden Rules

Within our community we encourage respect for:

- Ourselves;
- Each other;
- The school and local environment.

These translate into our Golden Rules which have been drawn up with the children:

- We will respect everyone and everything in our school community, including ourselves.
- We will be ready to learn and do our best.
- We will enjoy school and have fun, but remember everyone else too.

How we prevent, reduce and respond to bullying at Calside Primary

- Discussions of whole school behaviour issues at Pupil Council meetings;
- Encourage pupils to take responsibility with positions on the Pupil Council, Peer Mediators, ECO group, roles as House Captains, Junior Road Safety Officers, play leaders, Buddies, leading clubs for younger pupils, Calside Health Action Team (CHAT);
- Whole school assemblies on moral and social issues/Time for Reflection;
- Recognition of achievements in class and wider achievements at home, on our "Team Tree" and within Learning Passports;
- Circle Time activities to discuss aspects of personal and social development;
- Through our Health & Wellbeing curriculum;
- By having close parental engagement to help support our ideology;
- By working with other agencies such as Community Police.

Recognising and Reinforcing Positive Behaviour

- A smile, a thank you, a 'well done' or similar comment can help everyone to feel valued;
- Throughout the school, children are recognised for: effort, improvement, co-operation, kindness and supporting others. Such behaviours can be rewarded by:
 - • Positive written comments in a child's jotter;
 - • A 'Star Writer' award - for a piece of writing which meets all the given criteria;
 - • 2 Stars and a Wish - acknowledging 2 strengths and identifying an improvement;
 - • Giving house points - for individual, group, class or house successes;
 - • Motivational / Recognition stickers;
 - • A merit certificate - for a particular achievement related to class learning;
 - • A Head Teacher award - for consistent or outstanding achievement;
 - • End of year Honour awards for citizenship, or for achievement in a curricular area such as Music, Drama or Technology.

Celebrating Success

- In class, teachers will recognise pupil achievements during the course of lessons and at news times.
- Photographs are often displayed to record these, as are samples of learning e.g. Star Writer;
- At our weekly assemblies, we recognise pupils who have received merit certificates, head teacher and other awards;
- At assembly, we also recognise children who have achieved success in activities outwith school e.g.; rainbow promise, swimming certificate, being chosen for a team in your sport;
 - House Points earned in class, about the school and in the dining room are collected, recorded and recognised at assembly. These go towards the House of the Year which is awarded at the end of session;
- Our 'TEAM tree' is used to record achievement e.g. completed wider achievement forms outlining a child's success and stars to show a pupil has received a Merit award;
 - Photographs of pupils with roles of responsibility are displayed on various notice boards;
 - The school newsletter and school website will mention particular successes e.g. quiz team winners, gala participants, sporting achievements.

Responsibilities of Parents

- Take a positive and active role in your child's education - talk with your children about their learning.
- Ensure your child has a designated time and place in which to do homework.
- Let the class teacher know if your child:
 - is experiencing difficulties with home learning;
 - has other commitments which prevent homework from being completed on time.
- Encourage your child to develop and take pride in his/her interests and achievements - learning is a lifelong experience and is not solely confined to school.
- Add to your child's learning passport and share their wider achievements with us.
- Review your child's learning through the passport, learner conferences and reports, and give them constructive feedback.
- Regularly check your child's schoolbag and mail drop folder and respond to any communication we have sent you.
- Help your child to reflect on how their behaviour (both positive and negative) impacts on other people - discuss the consequences. Help them to take responsibility.
- Model behaviours for your child which show you value and respect people - even if you do not always agree with them.
- Help your child to discriminate between normal childhood squabbles and more serious ongoing issues with peers.
- Contact us if you have any concerns or information you wish to share with us about your child.

Responsibilities of Staff

Both teaching and non-teaching staff share a collegiate responsibility for promoting positive learning behaviour constructively and fairly. However, as our aim is to nurture a community of young people who have varying degrees of support needs, there has to be an element of flexibility in the handling of behaviour issues.

- Contribute to the ethos of the school by displaying a caring, considerate, supportive attitude and help to maintain an attractive, stimulating learning environment.
- Whatever your role in school, take a positive and active interest in the children's lives whether this is related to the school curriculum or their wider interests.
- Consider the needs of the children in your care and plan appropriately to support their learning - be this social, emotional, behavioural or curricular.
- Model behaviours which show you value and respect people - even if you do not always agree with them.
- Provide restorative conversation opportunities for children to reflect on how their behaviour impacts on other people - both positively and negatively.
- Keep any promise you make to the children and remain open and honest with them.
- Take regular opportunities to discuss and reinforce our Golden Rules with pupils.
- Be clear and consistent if pupils go outside the limits.

When dealing with inappropriate behaviours:

- Try to anticipate behaviour issues before they arise and try to defuse the situation by diverting the pupil's attention, rearrange seating etc.
- Be confident but calm and let your voice and manner make it clear that you expect the child to do as you ask. Avoid shouting as it is likely to escalate a difficult situation.
- Whenever possible, reprimands / sanctions should not be done in front of an audience.
- Reprimands should focus on the behaviour and not on the child's personal qualities.
- Before taking any action, communicate clearly and effectively what you propose to do and say why.
- Ensure rewards and sanctions are appropriate, proportionate, relevant and in line with this policy.
- If required seek advice and support from a member of the management team.
- Have individual, small group or class restorative conversations.

Responsibilities of Pupils

- Know and keep to our Golden Rules.
- Take responsibility for your behaviour.
- Understand the expectations of positive behaviour and how this will be rewarded.
- Know the consequences of misbehaviour and accept these consequences.
- If you are feeling upset or angry, don't lash out or say something you might regret. Let a friend or an adult know how you are feeling.
- If you know someone else has a problem which they are having difficulty dealing with, let an adult know.
- At all times, try to achieve your very best.
- Take homework deadlines seriously and try to keep to them.

Sanctions for Inappropriate Behaviour

It is expected that children will at all times strive to improve and become the best that they can be. However as they grow up it is inevitable that they will push boundaries as they come to understand what is socially and morally acceptable. Children have to learn positive behaviour and, as in all aspects of life, they sometimes have to learn from their mistakes. In order to reinforce our code of conduct, there will be times when sanctions (or consequences to their behaviour) have to be imposed. We are aiming for a consistency of approach, but given the varying needs of our pupils, there are some circumstances where a more flexible approach may be more appropriate.

Minor Misdemeanours (e.g. talking; fidgeting; moving about the classroom unnecessarily; running in and out of school at breaks; playing games which are deemed to be unsafe; being unkind to other children)

- As a general rule for minor misdemeanours, children should be given a verbal warning and the member of staff should reinforce the correct course of action.
- A repeat of the misdemeanour during the course of a lesson or break should result in a verbal reminder about the expected behaviour, but if this does not bring the desired result, then staff should deduct points or Golden Time. If Golden Time is lost, the reason should be written in the learning passport.
- Should the inappropriate behaviour continue, then the child should be given a detention at the next break and the member of staff setting the detention should record the reason on an incident slip to parents. This slip is then signed and returned to school.
- Should the inappropriate behaviour still continue, the child should be sent to a member of the School Management Team with a yellow slip explaining why.

Serious Misdemeanours (e.g. disruptive behaviour; refusing to follow staff instructions; inappropriate use of language or gesture; racial comments; physical violence towards people or property; theft; bullying)

Children should be sent to a member of the School Management Team. The management team member dealing with the serious incident will decide on the most appropriate sanction(s) from the following: Verbal warning; deduction of house points; removal of Golden Time; reflection activity; letter of apology; detention; removal from class; parents notified; formal letter to parent; parental meeting and if necessary an exclusion.

If inappropriate behaviours continue to be displayed, then the HT may seek advice from one of the support agencies.

Detention A member of the teaching staff will supervise detention in the Quiet Room at break time. Staff must complete a yellow slip for each child stating why detention is being given. The slip must be passed on to the member of staff supervising detention. The child will then be set a reflective exercise to complete.

Exclusion The ultimate sanction at our disposal is excluding the child from school. The decision to do this will only be taken after all other solutions have been explored and found to be unsuccessful. Both child and parent would be informed when exclusion is likely to become the next stage in the sanctions process. The length of exclusion would reflect the number of previous exclusions a child had had and would be related to the severity of the behaviour displayed. Parents would be informed about the reason for and length of exclusion. Prior to the pupil coming back, a meeting would be arranged between the HT and the parent where conditions would be agreed for the pupil's re-admission to school.

What are the expectations of good behaviour?

Classroom Learning

Good Behaviour means Good Learning. We always expect you to do your best.

To do well you must remember to:

- come to school on time;
- be prepared to work hard;
- listen and pay attention;
- ask for help;
- do as you are told;
- be proud of your work;
- have a go - you learn from your mistakes;
- try your best in everything you do;
- respect other people's opinions and let them have their say;
- wait your turn;
- put your hand up;
- allow others to get on with their work;
- leave it alone if it doesn't belong to you;
- take care of school property;
- keep the classroom tidy; • follow the water bottle rules.

It's up to you how well you do!

In the Playground

We want you to have fun when you are outside. We also want you to be safe. There will always be an adult or playground friend outside. Remember to ask them for help first.

We expect you to:

- Go to the toilet before going out to play;
- Take coats, games and snack with you at break times;
- Stay in your own area of the playground - the playground zone you have chosen;
- Be kind and respect other people and their games;
- Pay attention to playground friends and adults;
- Put litter in the bin;
- Look after playground equipment;
- Follow the rules for the zone you have chosen;
- Keep ball games away from windows;
- Line up when the bell rings;
- Play safely and have fun.

At Wet Playtime

During wet playtimes, children remain in their classroom. They will have access to wet weather games. They will be supervised by senior pupils and adults. At lunchtime, classes will be supervised by staff and senior pupils. Personal behaviour is a personal responsibility - we should encourage children to make the right choice.

Nobody likes wet playtimes! Remember you can't play outside games inside. If you have to stay in class you must remember to:

- stay in your classroom;
- find something to do e.g. draw/ do a jigsaw/ read/ play wet weather games/ talk quietly to your friends;
- listen to monitors and adults who are supervising you;
- put litter in the bin;
- keep the volume down.

Treat others the way you would like to be treated.

Moving around the school

For the safety of movement around the school and to avoid disruption of the learning environment children must:

- walk quietly;
- be aware of other classes working;
- remember their manners;
- respect their peers and all adults;
- wear indoor shoes;
- keep the cloakroom tidy;
- behave safely in the toilet.

Recording and Monitoring

For everyone who works with children and young people, accurate recording of bullying incidents ensures that an appropriate response has taken place. It is crucial that organisations monitor the effectiveness of their policy and practice and review and update their policy on a regular basis. Monitoring bullying incidents is essential and helps organisations identify recurring patterns thereby encouraging early intervention. This can help identify training needs for everyone working with children and young people.

For children and young people, an organisation's recording systems must include information on:-

- The children and young people involved, as well as staff or other adults;
- Where and when bullying has taken place;
- The type of bullying experienced, e.g. name calling, rumours, threats etc;
- Any underlying prejudice including resolution at an individual or organisational level.

The recording, monitoring and analysis of bullying is best to be carried out by an organisation where it can be understood and acted upon.

All organisations should make parents, carers, children and young people aware of their complaints procedures including any review or appeal process.

To ensure consistency across all educational establishments, schools will record incidents on SEEMIS. It will be the responsibility of individual schools to decide who will input this data.

Protocol

Step 1

When an alleged incident of bullying behaviour is reported it will be taken seriously. The person making the allegation (child/young person experiencing the bullying, witness, parent/carer) will be reminded of the definition of bullying and supported through the procedure. Basic details should be recorded on SEEMIS.

Step 2

If the alleged incident cannot be dealt with effectively 'there and then' and requires further investigation, the initial member of staff will liaise with colleagues to confirm who is best placed to undertake the investigation.

Where further investigation is required the incident must be referred to a member of the Senior Management Team.

* Please note that it is a requirement to specifically record prejudice-based bullying incidents which relate to protected characteristics. SEEMIS allows for the data to be gathered and analysed at both school and Local authority level.

The behaviour policies are reviewed every three years and factored into school Improvement Plans in advance.

This policy was updated with the Pupil Council and Parent Council in November 2019. following the updated local authority guidelines.

Parents and Carers at Calside quote the following;

"The school anti- bullying policy should be discussed openly and frequently so all pupils know what to do and who to speak to."

"Create lots of awareness at home and in class to emphasise the impact of bullying."

"To help children feel supported we need to let them know that bullying will not be tolerated."

"Work together, calmly and with no blame. Everyone wants the same outcome."

"I think a firm anti - bullying policy should be put in place. Bring in the Police to talk to the children to show them the consequences."

"Teach everyone to listen and appreciate each other better. Respect that not everyone is the same."

Pupils at Calside quote the following;

"To role model respectful relationships you should be kind at all times, deal with emotions and problem situations the right way and promote sharing is caring."

"Tell a grown - up, ask them to stop and say sorry. Walk away."

"Mrs Gamble needs to be told. She should get parents into school. We need rules to make sure everyone knows what being kind is!"

"Make punishments clear!"

"Put up posters to remind children what to do if they are being bullied."

"Nobody bullies, everyone is kind."

"Parents should tell the school if it is happening. Tell the child who is bullying to stop!"

"Treat people the way you would like to be treated."