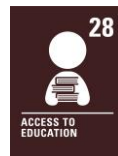


# Calside Primary School



## Respect for All: Anti-bullying Policy



Updated November 2023

in line with Dumfries & Galloway Guidance

## Respect for All

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## Introduction

Dumfries and Galloway Council is committed to our children and young people living free from bullying and harassment and are encouraged to reach their full potential.

The joint vision for our children and young people is that all children and young people in will be treated with kindness, love, and respect, and given the right support at the right time to enable them to reach their full potential.

Our work is driven by a focus on children's rights and the thoughts of some children feature in this guidance.

**(Adapted from Respectme)**

## Definitions

References will be made to 'school' and education setting. This term encompasses all schools and early learning and childcare settings.

References made to 'child' and 'children' refer to children and young people under the age of 18 years. 'Child' should therefore be read to mean any pupil in any education setting.

References made to adults and staff refer to those who work directly or indirectly with pupils in an educational establishment, either paid or unpaid.

## Purpose of the Guidance

The Dumfries and Galloway guidance is intended for staff, pupils, and parent/carers across every educational establishment. It incorporates the revised Scottish Government anti-bullying guidelines (Respect for All - The National Approach to Anti-Bullying).

It outlines the importance of developing respectful relationships within school communities, emphasising the importance of creating environments where everyone feels safe and respected to support attainment and achievement.

The focus of the guidelines is on bullying behaviour between children and not council employees.

The guidance is aligned to The Promise - **Scotland's promise that children and young people will grow up loved, safe and respected.**

**The policy also aligns itself with the Dumfries and Galloway Children's Service Plan 2023-2026**

<https://dumgal.gov.uk/media/27406/Children-s-Services-Plan-2023-to-2026/pdf/Dumfries-and-Galloway-Childrens-Services-Plan-2023-26.pdf?m=638158664433430000>

The guidance sits within the framework of GIRFEC ensuring that children and their families are at the centre of what we do and in discussions and decisions being made when responding to bullying behaviour incidents.

All children in Dumfries and Galloway will be treated with kindness, love, and respect, and given the right support at the right time to enable them to reach their full potential.

Our plan will concentrate on improving outcomes for children and young people in Dumfries and Galloway, we will:

- Keep our children safe.
- Implement The Promise.
- Incorporate UNCRC and human rights into all areas of our work.
- Seek to achieve positive destinations for all our young people.

To report on these actions, 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 will be used to demonstrate the school'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 Evaluation processes.

To help and support schools, training sessions on the SEEMiS Bullying and Equalities module will be available on a termly basis.

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 collaborate with children 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 and will be reviewed every three years. [In Calside, the Pupil and Parent Councils have contributed to the review and update of the policy in line with updated guidance from Dumfries and Galloway Council: pupil comments can be seen in speech bubbles throughout this guidance.](#)

## WHAT IS BULLYING?

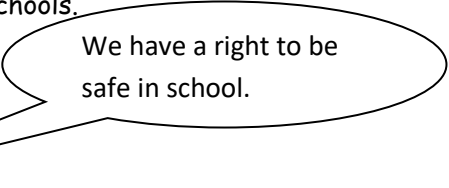
Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened, and left out and it can happen face to face and online.  
(Respectme)

## CHILDREN'S RIGHTS

Children's Rights are unconditional, i.e. responsibilities do not have to be fulfilled 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 Children's Services, 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.



We have a right to be safe in school.

## 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. Alongside this, both outline the responsibilities of adults to protect and safeguard children and young people from bullying behaviour; bullying is a breach of children's rights.

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement that protects the human rights of children under the age of eighteen. Human rights are guarantees that protect individuals and groups from actions that affect their freedom and human dignity. Human rights are things that everyone is entitled to by simply being a person; there are no conditions imposed to access rights.

However, often rights are considered alongside responsibilities when discussing with children and young people.

There are forty-two articles within the Convention, but some are significant to this guidance:

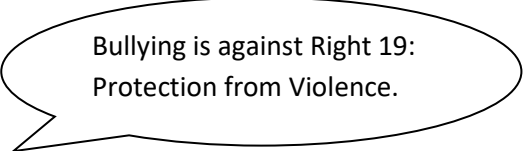
**Article 12:** You have the right to speak up and have your opinions listened to and taken seriously by adults on things that affect you.

**Article 13:** You have the right to say whatever you believe if it does not harm or offend other people. You also have the responsibility to respect the rights and freedoms of others.

**Article 19:** Children must be kept safe from harm and protected against violence.

**Article 28:** You have the right to an education.

**Article 29:** Schools should help children develop their skills and personalities fully, teach them about their own and other people's rights, and prepare them for adult life.



Bullying is against Right 19:  
Protection from Violence.

Further information can be found on - <https://www.unicef.org/>

Children need to be protected from bullying behaviour so that they can survive, develop, and participate in a fulfilling life. **Bullying is a breach of Children's Rights:** [www.unicef.org.uk/what-we-do/un-convention-child-rights/](http://www.unicef.org.uk/what-we-do/un-convention-child-rights/)

Children's voices should be heard, and their wishes respected without discrimination of any kind.

Calside Primary is a Rights-Committed School. We have been awarded the Bronze award of the UNICEF Rights Respecting Schools scheme, and we are working towards our Silver award. Children explore the United Nations Rights of the Child through the curriculum, assemblies and daily life of the school.

## PREJUDICE-BASED BULLYING

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences to find out more <https://respectme.org.uk/bullying/prejudice-based-bullying/>

Fully integrating and embedding equity, equality and diversity into an organisation relies on a culture where language and behaviour is challenged. When we work with or have children, we must create environments where difference is celebrated, and prejudice is challenged. Source - Respectme

**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 Equality Act 2010** makes it unlawful to discriminate against people with a 'protected characteristic'.

These are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race
- Sex
- Religion or belief
- Sexual orientation

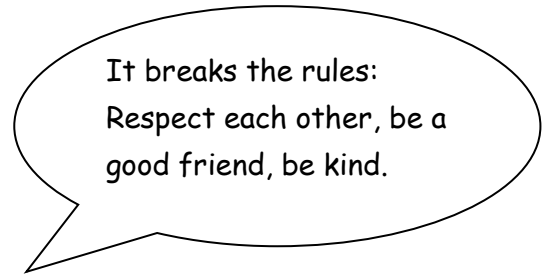
Further information relating to prejudice-based bullying and why it can happen can be found within [Prejudice-based bullying - Respectme](#)

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.**

**GIRFEC – Getting It Right for Every Child 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.

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

Here at Calside Primary School, our values are:

**Creativity Enjoyment Friendship Kindness 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.

## ROLES AND RESPONSIBILITIES:

### RESPONSIBILITIES OF DUMFRIES AND GALLOWAY COUNCIL

- A member of the authority is identified as the lead officer of the anti-bullying guidance. This individual will have responsibility for ensuring that the intentions of the guidance are realised and for providing relevant information as required to Dumfries and Galloway Council.
- Monitor and regularly review the effectiveness of this guidance using high-quality information derived from incident recording from the SEEMiS Bullying and Equalities Module.
- To shape future guidance and to provide support and challenge schools in the development of their own anti-bullying policy.
- To support training opportunities by co-ordinating training, liaising with relevant partner agencies, and promoting and sharing successful practices in relation to anti-bullying approaches e.g., working towards the Respectme award and completing the Respectme modules.

### RESPONSIBILITIES OF SCHOOLS & ELC

- The Child Protection Coordinator (CPC) will be responsible for ensuring their school's anti-bullying policy is up to date (reviewed on 3-year cycle) and to ensure the anti-bullying training provided by the Directorate is undertaken by staff. In Calside, the CPC is Mrs Gamble.
- The CPC will ensure that an anti-bullying policy is developed, implemented, maintained, and communicated effectively (e.g., easily accessible by children, young people, parents, and carers on school website, within the school handbook etc).
- The policy is embedded and reviewed in School Improvement Plans, linked with targets for school ethos, and articulates within the curriculum through the school's Personal and Social Development/Health & Wellbeing programme.
- In all schools, the policy's development, and regular review will result in a genuine partnership between staff, children, and parents/carers. Critically this process will include considering child and parent/carer feedback, both planned and unsolicited and consultation with the wider community and partners.
- Bullying incidents are recorded and monitored using the Bullying and Equalities module in SEEMiS, in line with the guidance issued by the Authority and the Scottish Government.
- Bullying behaviour is analysed and discussed at a strategic level, with appropriate strategies and interventions identified to address and respond to emerging trends.
- Appropriate training/awareness raising of the latest practice in anti-bullying approaches is made available to staff, children, parents, and carers. Where necessary support will be sought from the Authority to ensure this requirement is met.
- On an annual basis, anti-bullying policy and practice is included in at least one professional development session.
- Engage with children, parents, staff, and parent council often about anti-bullying approaches.

**All staff in a school have a role to play in responding to bullying behaviour.**



## RESPONSIBILITIES OF STAFF AND VOLUNTEERS

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 a safe and stimulating learning environment.
- Whatever their 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 their care and plan appropriately to support their learning - be this social, emotional, behavioural or curricular.
- Model behaviours which show they value and respect people - even if they 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 they 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.
- Must be familiar with the school's anti-bullying policy and contribute to its review as required.
- Fully understand and follow procedures for recording, managing, and monitoring bullying incidents and supporting and managing children who have been bullied or are carrying out the bullying behaviour.
- Share relevant information concerning individual children and incidents of bullying behaviour with the child's Named Person or other professionals as required to always ensure children's safety. In the primary school, the Named Person is Mrs Gamble; in the nursery, the Health Visitor is the Named Person, and will be updated by the Nursery Manager, Mrs Douglas.
- Include self-evaluation of this aspect of their practice, as part of the wider care and welfare agenda, within their regular review of continuing professional development.

## THE RESPONSIBILITIES OF OUR CHILDREN AND YOUNG PEOPLE

- Know and keep to our Golden Rules.
- Take responsibility for their behaviour.
- Understand the expectations of positive behaviour and how this will be rewarded.
- Know the consequences of misbehaviour and accept these consequences.
- If they are feeling upset, unsafe or angry, don't lash out or say something they might regret. Let a friend or an adult know how they are feeling.
- Accept help and support from staff to resolve any bullying behaviour concerns.
- If they know someone has a problem which they are having difficulty dealing with, let an adult know.
- Be a positive role model for others by showing to others that discrimination of any kind is not okay and being pro-active in reporting any bullying behaviours that they see in and out of school.
- At all times, try to achieve their very best.
- Be a pro-active school citizen by engaging in activities which support and promote equality, diversity, and inclusion. This might include participating in Pupil Voice groups such as the Rights Steering Group or the Pupil Council.
- Be safe and responsible when connecting with others online and if something worries you or makes you feel uncomfortable tell your parents/carers or an adult in school.

**Do not be a by-stander: children should be encouraged to report any bullying behaviour they experience, see, or hear about.**

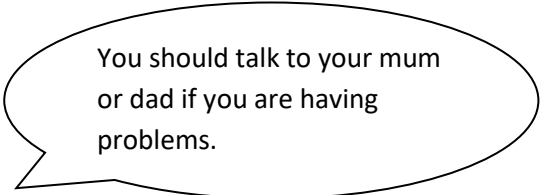


If a friend is upset, tell a teacher.

## THE RESPONSIBILITIES OF PARENTS/CARERS

- Take a positive and active role in their child's education - talk with their children about their learning.
- Support and promote their own child's health and wellbeing.
- Talk to their child about the importance of valuing people as individuals who make up our diverse society.
- Encourage and monitor safe and responsible online behaviour.
- Encourage their child to develop and take pride in their interests and achievements - learning is a lifelong experience and is not solely confined to school.
- Share their child's wider achievements with school so everyone can celebrate success.
- Review their child's learning through weekly class updates, learner conferences and reports, and give their child constructive feedback.
- Regularly check their child's schoolbag/mail drop folder and respond to any communication school has sent.
- Help their 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 their child which show that they value and respect people - even if they do not always agree with them.
- Help their child to discriminate between normal childhood squabbles and more serious ongoing issues with peers.
- Talk to an appropriate member of school staff if their child needs help because of bullying behaviour, or they have any concerns or information that needs to be shared.
- Be familiar with the school's policy related to anti-bullying guidance, equalities, use of mobile devices or online safety advice.
- Work in partnership with school staff to resolve bullying behaviour concerns and help to contribute towards an ethos of tolerance and non-discrimination that reflects the vision and values of our school.

Schools can help to support parents on how they can respond to bullying behaviour incidents - this can help to calm things down.



You should talk to your mum or dad if you are having problems.

## WHAT DO WE MEAN BY BULLYING?

**Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened, and left out and it can happen face-to-face and online.**

**Source - Respectme**

Bullying is both **behaviour** and **impact**; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online.

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- Being called names, teased, put down or threatened face to face and/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.
- Being targeted because of who you are or who you are perceived to be (face to face and/or online).

## WHAT CAN THE IMPACT OF BULLYING BEHAVIOUR BE?

**Many children who experience bullying behaviour do not tell anyone.**

A child who is being experiencing bullying behaviour may feel:

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



## IS INTENT REQUIRED?

Every bullying behaviour incident should be looked at individually. In some cases, children may not be aware that their behaviour is bullying. They are modelling the behaviour of adults or other children 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 children can often reframe their behaviour when challenged. It's more important to focus on the behaviour and the impact it had, rather than trying to establish whether someone acted deliberately or not.

## DOES THE BEHAVIOUR HAVE TO BE PERSISTENT?

The issue with persistence is that the behaviour must take place more than once, but the impact of bullying can be felt after a single incident.

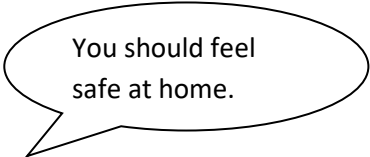
Bullying doesn't need to be persistent to influence the mental health and well-being of a child. For those who have been bullied, the fear and anticipation of further bullying behaviour can affect their ability to be themselves and interact with others in a healthy fashion. Bullying behaviour and its potential impacts on children should be addressed as they arise. It is vital to respond to the behaviour that you see and the impact this is having, rather than relying on a rigid definition.

How persistence is viewed by one person - for example daily, weekly, or monthly - may be quite different to how it's viewed by someone else, leading to inequality and inconsistency of practice. It isn't helpful to wait and see if a pattern or repetition emerges before acting.

## ONLINE BULLYING

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

But online bullying, or 'cyberbullying' as it is often referred to, shouldn't 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. We should address online bullying in the same way.



You should feel safe at home.

## WHEN IS IT NOT BULLYING BEHAVIOUR?

It is important for children to discuss how they feel and help them develop resilience to manage their relationships. We know that children 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 can bounce back from this type of behaviour. Early intervention and prevention are key elements of an approach focused on ensuring we get it right for all our children and young people. These incidents can be recorded within SEEMiS as a pastoral note.

## LABELLING

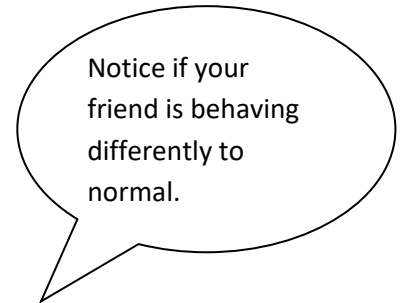
When talking about bullying, it is important **not** to label children as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children need help to understand why bullying behaviour is wrong in order that they can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

## SPOTTING THE SIGNS...

A child may indicate by signs or behaviour that they are experiencing bullying.

Adults should be aware of these signs that they should investigate if a child is:

- 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.
- Attainment is affected.
- 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.

**Children may isolate themselves from their loved ones.**

**They may also stop talking about their day and they may stop talking about someone from school.**

## RESPONDING TO BULLYING BEHAVIOUR AND WHY IT IS IMPORTANT THAT WE DO RESPOND

It's every child's right not to be bullied. Children's rights are unique in that many of them, although designed for the safety and protection of children, must be provided for by adults and the government.

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](http://www.respectme.org.uk)).

### WAYS TO RESPOND TO BULLYING BEHAVIOUR IN SCHOOL

#### Listen

- Children may have chosen to tell you at a less than convenient moment so if you cannot speak to them there and then, it is important to still acknowledge how they are feeling.
- Reassure them that they have done the right thing by coming to you and arrange a time when you will speak to them about it further.
- Let them know that they have done the best thing by coming to speak to you, that bullying is never acceptable and that they deserve to feel safe in their environment.

#### Useful questions to ask...

- What was the behaviour?
- What impact did it have?
- What do you want to happen?
- What attitudes, prejudices or other factors have influenced the behaviour?

For further advice - <https://respectme.org.uk/anti-bullying-practice/ways-to-respond/>

### RESPONDING TO THE CHILD WHO IS DISPLAYING BULLYING BEHAVIOUR

Children who are bullying will need help and support to:

- ✓ Identify the feelings that cause them to act this way.
- ✓ Develop alternative ways of responding to these feelings.
- ✓ Repair relationships.
- Deal with the behaviour in the same way as you would with any type of challenging behaviour.
- Again, listen to what they have to say. Use your active listening skills and take time to uncover the bigger picture for this person and what shapes them.
- Do not label them a 'bully.' We can help them to change by telling them that their behaviour is bullying, rather than labelling them.
- Clearly outline what their behaviour was, why it was wrong and the natural consequences they face if it continues. This allows you to be clear about the behaviour that needs to change and to state the behaviour that you would like to see instead. It provides clarity, makes it easier to address negative behaviour and, importantly, rewards positive behaviour.
- Be prepared to address prejudiced attitudes that may be behind the behaviour. Bullying behaviour can often be rooted in prejudice due to difference or perceived difference. It's important to address what's happening behind the behaviour, even when they bullying behaviour has stopped.

Positive support is needed for the child experiencing bullying behaviour and those who are carrying it out.

Schools need to understand why children are showing signs of bullying behaviour to help address it, to resolve it and to stop it from happening again.

Not resolving incidents of bullying behaviour could give children the green light to continue with the behaviour.

Staff need to figure out the root cause of bullying behaviour.

**Source:** Respectme

## RECORDING BULLYING BEHAVIOUR

This section should be read in conjunction with The Scottish Government's Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools.

<https://www.gov.scot/publications/supplementary-guidance-recording-monitoring-bullying-incidents-schools/>

### Why record incidents of bullying in our schools?

- Recording and monitoring of bullying incidents is essential and can provide valuable information on the scope and scale of the issue to guide improvements in policy and practice and inform anti-bullying interventions. Recording, monitoring, and analysis of bullying is best carried out locally where it can support self-improvement.
- In addition, the data can help identify numeric trends, specific issues around equality and diversity and other relevant data/patterns which may help schools and local authorities to address bullying incidents efficiently.
- The most successful anti-bullying interventions are embedded within a positive ethos and culture and do not focus on individual incidents. The aim is to create safe and secure environments where bullying is openly acknowledged, discussed, and challenged as unacceptable behaviour, resulting in the reduction of incidents.
- Data monitoring locally will support the improvement of targeted support and interventions that can be applied in a focussed, responsive way, recognises the unique nuances of geography and demographics.

**Source** - Recording and monitoring of bullying incidents in schools: supplementary guidance on Recording and Monitoring of Bullying Incidents in Schools.

## GOOD PRACTICE

It is considered good practice for schools to monitor recorded incidents of bullying behaviour by the Senior Leadership Team school on a regular basis i.e., more than once a term to analyse that incidents and respond to the presenting themes.



## RECORDING AND MONITORING BULLYING INCIDENTS

The member of staff usually managing an incident of bullying behaviour will record all incidents in the Bullying and Equalities module in SEEMiS.

**The following information is recorded:**

- The person experiencing the behaviour.
- The person displaying the behaviour.
- The nature and category of the incident/highlighting the characteristics of the incident.
- The perceived reason(s) for bullying.
- Actions already taken and future actions.
- Conclusion (being addressed, resolved, not resolved, unfounded)

All incidents should be recorded. Records should include whether the incident is bullying, and/or prejudice-based and the nature of this. If there is any dispute or doubt (on the part of any individual) about whether the incident was or was not bullying or prejudice, the incident and the doubts should be recorded.

### Protocol within Calside Primary School

#### 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 Child Protection Coordinator will:**

- Ensure this procedure is implemented.
- Monitor SEEMiS reports on regular basis, at least termly.

### Behaviour and Exclusion

There are no grounds for informal exclusions such as 'cooling off periods' within this guidance. The school should adopt a restorative and solution-oriented approach when responding to a bullying behaviour incident. If exclusion is being considered, then the Preventing and Managing School Exclusion policy should be referred to.

<https://glowscotland.sharepoint.com/sites/dumfriesandgallowaycouncil/D&GCouncil/DG%20Ed%20Policy/Policy%20Exclusion%20Policy/Preventing%20&%20Managing%20School%20Exclusions%20Guidelines.pdf#search=Scho%20Exclusions>

## WHEN IT IS NOT AN INCIDENT OF BULLYING BEHAVIOUR

Staff may be unsure if behaviour is bullying: therefore they should look at the impact it is having on the child. It can be the case that one child says something unpleasant to another, but this is not always a case of bullying as it has no real impact on the child. Such behaviour should always be challenged, even if it is not bullying.

This should then be recorded within the pastoral note for the child or young person and not recorded as a Bullying and Equalities incident.

## APPROACHES TO PREVENTING BULLYING BEHAVIOUR INCIDENTS WITHIN CALSIDE

Adults should establish open, positive, and supportive relationships where children and young people feel safe, secure, listened to, and secure in their ability to discuss sensitive issues. **It is essential that adults within our school model behaviour which promotes positive relationships and positive behaviours.**

Within Calside Primary School, we aim to create a school culture and ethos where bullying behaviour is not accepted. Our strategies include the following:

- Education and awareness of rights e.g. UNICEF Rights Respecting Schools.
- Training and support for staff and parent council members to ensure they understand their role and responsibility when implementing the school's anti-bullying policy.
- Development of an inclusive and positive ethos and climate of respect, responsibility, and positive relationships; and a culture where bullying and discrimination is unacceptable.
- Learning programmes which include exploring prejudice which clearly identifies prejudice-based bullying behaviours.
- Pupil involvement and engagement e.g. completing questionnaires to identify problematic times/behaviour/areas; the results allow for changes to be made.
- Circle time, peer mediation, buddies, mentoring and playground supervision.
- Initiative-taking information strategies and campaigns.
- Mental, emotional, and social health and wellbeing programmes and activities which include learning about positive relationships and behaviour, social and emotional skills and personal development as well as working with the ChildLine schools programme.
- Restorative approaches.
- Nurturing approaches and principles.
- Personal support and additional support.
- Supporting and enabling parents.
- Acting on patterns of bullying incidents through monitoring.
- Involvement of the pupil and parent councils.

A wide range of curriculum linked resources are available to support bullying prevention work in schools can be found at the end of the Dumfries and Galloway Respect for All guidance.

## **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 Rights Steering Group, Pupil Council, Peer Mediators, ECO group, roles as House Captains, Junior Road Safety Officers, Buddies and Play Leaders leading clubs for younger pupils;
- Whole school assemblies on moral and social issues/Time for Reflection, linking to our work on UNICEF Rights Respecting Schools;
- Recognition of achievements in class and wider achievements at home, on our "Team Tree" and within class weekly updates;
- 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;
  - 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, and these are also shared via the class weekly updates.
- 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 out with school e.g. Rainbow Promise, swimming certificate, being chosen for a team in their 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 Shield at the end of the school 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, class weekly updates and school website will mention particular successes e.g. quiz team winners, gala participants, sporting achievements.

## 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 asked;
- 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;
- 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, buddy or Play Leader 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;
- Be kind and respect other people and their games;
- Pay attention to Play Leaders, Buddies and adults;
- Put litter in the bin;
- Look after playground equipment;
- 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. 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;
- keep the cloakroom tidy;
- behave safely in the toilet.

## **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 from reward time. If reward time is lost, the reason should be noted. 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 reward 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 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. Parents will be informed that their child has been given a detention.

**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.

**This policy was updated with the Pupil Council and Parent Council in November 2023 following the updated local authority guidelines.**

## **Appendix 1 HOW TO RESPOND TO YOUR CHILD WHO MAY BE IMPACTED BY BULLYING BEHAVIOUR INVOLVING PARENTS AND CARERS**

Parents and carers are experts in their children, and they can be the key to help resolve bullying behaviour incidents that include their children.

Parents, carers, and families are by far the most important influences on children's lives. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. Their support can play a vital role at all stages of education.

*It is vital that schools engage directly with parents and carers and foster a positive environment where they are encouraged to work in partnership to ensure a consistent message relating to bullying is shared between home and school. It is expected that parents will support the aim of developing school environments where everyone feels safe and respected, by working collaboratively with schools to help ensure bullying cannot thrive, sharing concerns about their child as early as possible with appropriate member of staff, promoting positive respectful relationships and by listening and taking children and young people seriously (Scottish Government, 2017).*

[Bullying... A guide for parents and carers - Respectme](#)

There will be training opportunities organised through parent councils.

Further advice and training webinars can be found on [Webinar: Let's Talk about Bullying - Respectme](#)

Free one hour training sessions can also be organised through [training@respectme.org.uk](mailto:training@respectme.org.uk)

### **Video Guidance**

The following clips can be viewed to help give practical advice to children and young people who may be experiencing bullying behaviour:

[Video Guidance for Adults - Respectme](#)

## APPENDIX 2 - ONLINE BULLYING BEHAVIOUR - SUPPORTING YOUR CHILD

While the internet provides positive channels for communication and learning, children tell us they have experienced bullying through social media and online platforms.

During the pandemic, children spent more time online at home than usual. This came with risks, and in the time of uncertainty incidents of prejudice-based bullying and hate crime rose.

### Dealing with online bullying

Your response to online bullying shouldn't differ from your reaction to a disclosure of other types of bullying. It's important to focus on the behaviour and the impact it has had, and not get hung up on 'how' or 'where' the bullying has taken place.

However, when bullying is taking place online, there are some additional steps you can take to resolve the situation:

#### **Identify the bullying material.**

Familiarise yourself with the online platform and any messages, posts, or pictures that your child has received. If you feel that any of these messages or pictures could be construed as illegal, take copies, dates, times, and contact details to the police.

#### **Ask them to share any further messages with you.**

Reassure your child that you won't over-react; you are not trying to invade their privacy, you are trying to help resolve the situation. If you reply to any of the messages, be careful not to respond in a manner which could be seen as threatening or harassing.

#### **Involve other agencies.**

When someone is conducting online bullying your child sees at school or other organisation, it might be worth involving staff. If both parties are at school, make the school aware of the problems, if they are not already, and involve them in the resolution plan.

#### **Support your child**

It is important not to get too hung up on the fact that your child has experienced bullying online, but to recognise that they have been bullied and need the same support as they would if they had experienced any other type of bullying. Take their concerns seriously, remain calm, and consider what they would like to happen.

Further help, support on how to support a child affected by online bullying behaviour can be found on <https://respectme.org.uk/adults/online-bullying/>



## APPENDIX 3 USEFUL WEBSITES

### Professional learning

#### [Bullying- It's Never Acceptable - respect me](#)

A online professional learning resource by Respectme, Scotland's anti-bullying service. Four modules supporting practitioners to recognise, respond and prevent bullying behaviour. An online alternative to respectme's previous in-person training programme 'Bullying...It's Never Acceptable.'

#### [Timeline: An anti-sectarian professional learning resource](#)

Timeline (Religion, migration, and society in the making of modern Scotland) is an anti-sectarian professional learning resource.

### **Learning, teaching, and assessment resources:**

#### [#respectmeans - A learning resource that examines how developing respectful relationships can prevent bullying](#)

This learning resource by Respect Me, Scotland's anti-bullying service, contains practical activities that can be used with children and young people aged 10-16 as part of wider learning around positive relationships and bullying behaviour.

#### [Responding to bullying - What are my options?](#)

This learning resource contains practical activities which can help children and young people aged 10-16 explore the options open to them if they or someone they know is being bullied.

#### [Bullying - A guide for parents and carers](#)

This booklet introduces adults to practical strategies to respond to and understand bullying behaviour.

#### [Experiencing bullying behaviour](#)

If your child has experienced bullying behaviour, this may include being called names, teased, put down or threatened; being hit or hurt in some way; having belongings taken or damaged; being left out; online abuse and more.

#### [Addressing inclusion - Effectively challenging racism in schools](#)

This resource provides information and guidance to school staff on addressing racist bullying in Scottish schools.

### [Childline: Racism and racial bullying](#)

This is a film resource in which children talk openly and honestly about racism, what they think causes it, and how it can be prevented. There is a link to a website with advice and activities.

### [Promoting race equality and anti-racist education](#)

An overview of race equality and anti-racist education that covers what it is, why it is important and links to additional resources.

### [Tackling sectarianism - An overview of resources](#)

This page provides a rationale and guidance for staff wishing to use 'Tackling Sectarianism' recommended resources. Links to all primary and secondary school resources are listed.

### [Childline and religious bullying](#)

This links to a website which includes advice, films and activities related to religious bullying.

### [Exploring discrimination - third and fourth level](#)

Young people will consider how some groups of people may be discriminated against and consider how to identify discriminatory behaviours.

### [Mentors in Violence Prevention \(MVP\) - An overview](#)

This practice exemplar describes the Mentors in Violence Prevention (MVP) programme and provides links to videos, case studies and annual reports.

### [Social wellbeing and being kind online - primary](#)

These activities will help your child learn about good online behaviour and begin to consider the potential consequences of hurtful or harmful behaviour online.

### [Social media boundaries - secondary](#)

These activities are designed to help you learn more about social media and staying safe online.

### [Trusting online sources - second level](#)

This activity introduces children to the reliability of information available online and asks them to question the source before believing or acting on information.

### [Staying safe online - second level](#)

Children think about the various devices they use at home that access the internet, and what they use these devices for.

### [Online safety workshop for parents](#)

Respectme, Scotland's anti-bullying service, is delivering workshops and training for parents.

## APPENDIX 4 EDUCATION SCOTLAND KEY POLICIES AND DRIVERS

### Key documents and policy drivers

#### [Respect for All - The National Approach to Anti-Bullying for Scotland's Children and Young People](#)

This is the Scottish national anti-bullying policy.

#### [Policy through to practice - Getting it right](#)

This document provides anti-bullying policy guidance for schools and children and young people's services. It is a practical guide, which takes organisations through the steps needed to develop/review their anti-bullying policies to ensure they are in step with the principles of Respect for All.

#### [Race Equality Framework for Scotland 2016-2030](#)

The Race Equality Framework for Scotland sets out the Scottish Government's approach to promoting race equality and tackling racism and inequality between 2016 and 2030.

#### [Supporting Young Eastern Europeans - research, policy, and practice materials](#)

The research aims to contribute to ongoing debates on migration and the future of UK in Europe post-Brexit, providing information for families, policy makers and practitioners