

**Respect for All**  
**Promoting Positive Behaviour**  
**Anti-Bullying**  
**2019**

**Creetown and Minnigaff**  
**Partnership**

**Full review due session 2022/23**

## **Rationale**

The Creetown and Minnigaff partnership are aware of, and seek to actively recognise and address, the damaging effects of bullying – including, but not exclusively, the detrimental effects on learning and personal development. We have a shared belief in developing an ethos of respect, trust and shared values, and that it should be recognised that all parts of the school community have certain rights and responsibilities.

Our school community 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

## **Aim**

To ensure pupils can meet their full potential by creating a positive and caring ethos throughout the school based on Respect for All, The Equality Act (2010) and The UNC on the Rights of the Child.

## **Principals**

Based on the legal and policy frameworks in Scotland, the principles of Respect for All are:

- We will promote positive relationships and behaviours amongst all children and young people and adults around them.
- We respect the rights of children and young people.
- We will work together to develop a culture of mutual respect and responsibility amongst all children and young people and adults around them.
- We will seek to prevent and address bullying, through the development and implementation of effective anti-bullying policies and practices.
- We will address all aspects of prejudice in order to make sure all types of prejudice based bullying are treated with equal importance.
- We will seek to understand the experiences, and address the needs of children and young people, who are bullied as well as those who bully within a framework of respect, responsibility, resolution and support.

- We will share information where appropriate and work jointly to make sure we are co-ordinated and cohesive in all that we do.

We recognise bullying can have an adverse/detrimental effect on childhood development and we will try to ensure that every child and young person living in our school community will have the same opportunities and an equal chance to succeed.

### **Consultation**

This document will be periodically reviewed and updated. Staff, pupils and parents have an active part to play in the evolution, development and maintenance of this policy. As a result all parties will be consulted during a period of review.

### **Communication**

This policy will be communicated to parents periodically through a variety of methods to ensure that pupils and parents are frequently aware of their individual responsibilities.

All staff will be made aware of this policy and have access to it through e-mail and school site.

### **Definition**

“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). This is usually, but not exclusively, a persistent action.

Bullying can be a range of behaviours including:

- Physical
- Verbal
- Emotional
- On-line
- Unlawful prejudice

## **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.
- 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 when they would normally walk.
- 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.

# Roles and Responsibilities

## All Staff

All staff share a responsibility for the implementation of this policy. They are expected to:

- 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.
- Understand and recognise the differences between bullying and conflict.
- Provide a good role model to our children.
- To follow procedure as stated in the Respect for All guidelines.
- To record incidents on Seemis via Pastoral Notes.
- To make referrals and seek Partner Agency support where required.

## All Pupils

All pupils will be encouraged and enabled to accept their responsibility in ensuring that the policy is effective. They are expected to:

- Report all incidents of bullying (to a staff member or parent / carer).
- Understand and recognise the differences between bullying and conflict.
- Act in a respectful and supportive manner to their fellow pupils, reporting any suspected incidents which the victim may be afraid to report.
- Refrain at all times from any behaviour which would constitute bullying of fellow pupils.

## All Parents

All parents / carers will be encouraged to work in partnership with the school, and other agencies if appropriate, to ensure that this policy is effective. They are encouraged to:

- Work in partnership with the school.
- Support the school in the implementation of the Respect for All Anti-Bullying Policy.
- Maintain constructive communications with staff members.
- Help the children respect the values and beliefs of others through the Respect for All Anti-Bullying Policy.
- Show an understanding that all behaviour is communication and needs supported.
- Understand and recognise the differences between bullying and conflict.

# School Community

Our school community endorses the following approaches which help promote positive behaviour:

- Development of an inclusive and positive ethos and climate of respect, responsibility and positive relationships; and a culture where bullying and discrimination is unacceptable.
- Education exploring prejudice which clearly identifies prejudice based bullying behaviours.
- Pupil involvement and engagement.
- Circle time, peer mediation, buddies, mentoring, playground pals and playground supervision.
- Proactive information strategies and campaigns.
- Mental, emotional and social health and wellbeing programmes and activities.
- Implementation of whole organisation programmes in positive relationships and behaviour, social and emotional skills and personal development.
- Restorative approaches.
- Nurturing approaches and principles.
- Personal support and additional support.
- Supporting and enabling parents.
- Acting on patterns of bullying incidents through monitoring.
- ChildLine Schools Programme.
- ‘Buddying’ or mentoring systems.
- A system which identifies vulnerable pupils and takes steps to remedy this as in a circle of friends.
- Involvement of pupil and parent councils.
- Regular anti-bullying campaigns, posters, assemblies.
- Working within cluster groups to develop and promote a consistent approach to anti-bullying and implement preventative action at all stages of learning.
- Encourage pupils to report bullying incidents using “worry” boxes.
- Sharing Good Practice – When pupils have achieved academically, worked hard, shown consideration for others etc they may be sent to the Head Teacher and / or other classrooms to share this. Pupils may also be asked to share this good news with the school during a Show and Tell Assembly.
- Recognising Personal Achievements through Achievement Walls, Pupil of the Week/Person of the Week certificates.
- Encouraging peer support, positive interactions and good choices within the playground.

We appreciate that there will be times when pupils communicate with us via their behaviour choices. This is difficult for them and for other children in their class but we recognise the need to examine their behaviour, identify what they are trying to communicate, supporting them and the others in their class. The following table shows ways in which behaviour incidents may be identified and gives appropriate responses. Pupils would proceed through the responses from low to high level incidents.

<i>Level of Behaviour</i>	<i>Examples of Behaviour</i>	<i>Response</i>
<b><i>Low</i></b>	<p>Persistent low level disruption – eg pencil tapping, swinging on chair, consistently interrupting/shouting out.</p> <p>Initial refusal to comply with instructions.</p> <p>Name Calling – singular incident.</p>	<p>Teacher looks directly at pupil.</p> <p>Place yourself near the pupil.</p> <p>Effective ignoring of behaviour.</p> <p>Remind pupil of appropriate behaviour.</p> <p>Praise pupils displaying appropriate behaviour.</p>
<b><i>Medium</i></b>	<p>Continued refusal to comply with instructions.</p> <p>Escalation of disruptive behaviour – eg wandering around the classroom, distracting others.</p> <p>Misuse of property- school, own, peer.</p> <p>Escalation of name calling.</p> <p>Threat of/incident of physical violence.</p>	<p>Verbal warning.</p> <p>5 minutes time out in the classroom to reflect.</p> <p>Time out in another classroom to reflect.</p> <p>Partial loss of break.</p> <p>Discussion with Head Teacher/Principal Teacher</p> <p>Incident Report sent to parents. (This may be accompanied by a phone call) – parents given option to come into school to discuss way forward.</p>
<b><i>High</i></b>	<p>Blatant refusal to comply with instructions.</p> <p>Escalation of disruptive behaviour – eg leaving the classroom without permission on a continuous basis.</p>	<p>Removal from classroom to another area of the school (supervised by a member of staff).</p> <p>Loss of one or more break times.</p>

	<p>Damage to / vandalism of property – school, own, peer.</p> <p>Swearing.</p> <p>Repeated name calling</p> <p>Continuous incidents of Physical violence towards 1 child or separate incidents towards multiple children.</p> <p>Unacceptable language used towards adult / peers – tone, intention.</p>	<p>Incident Report and phone call to parents – parents may be invited into school to discuss the way forward. This may result in the following –</p> <ul style="list-style-type: none"> <li>• Behaviour contract put in place.</li> <li>• Home / school diary instigated.</li> <li>• Involvement of partner agencies eg support base.</li> <li>• Alternative work spaces sought</li> <li>• Pupil not being permitted to take part in activities out with the classroom without additional support.</li> <li>• Exclusion (when thresholds have been met)</li> </ul>
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