



Brownhall Primary



RESPECT **FOR ALL**

ANTI-BULLYING POLICY



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

Here at Brownhall Primary, our values are honesty, respect, friendship, responsibility and self-belief. We understand that bullying is never acceptable and that children and young people have the right to learn in a safe and secure environment.

This policy has been compiled after consulting with stake holders – pupils, parents and staff.

Aims

- To create an ethos where staff and children can learn, achieve and attain success in a safe, supportive environment, in a climate of mutual trust and respect.

Objectives

- To prevent bullying - approaches to the prevention of bullying include encouraging respect for others, ensuring adequate supervision of pupils' and raising pupils/staff awareness of the causes and effects of bullying.
- To deal with bullying - teachers have a responsibility to deal with bullying as soon as it is reported. Staff responses should follow a clear set of procedures, involving management if appropriate.

In Scotland, bullying is defined as: 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. (respectme, 2015)

Children's Rights

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, have to be provided for by adults and the government.

Rights & Responsibilities

- Children, Young People or Adults who know of bullying have a responsibility to report this.
- It is the responsibility of all to adhere to the school anti-bullying policy if they suspect that someone is being bullied.
- If bullying is reported it is the victim's right for this to be taken seriously and for School & Authority policy to be followed.
- If bullying is reported it is the perpetrators right for it to be dealt with diligently, consistently and in line with the school and authority policy on such matters.



Our Expectations

At Brownhall, we promote an ethos where all members of the school are valued as individuals. We recognise that learning, teaching and discipline are very closely linked; staff, pupils and parents seek to create an environment which encourages and reinforces positive behaviour. Children gain respect through interaction with adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

We expect our pupils to live up to our values –

- Honesty
- Respect
- Friendship
- Responsibility
- Self Belief



Prejudice Based Bullying

There are 9 Protected Characteristics under the Equality Act 2010. It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation



any bullying related to these characteristics is unacceptable. For more information go to www.respectme.org.uk/bullying/prejudice-basedbullying.

What do we do at school?

- Listen to children – talk and re-assure
- Take disclosures seriously
- Follow school's behaviour policy
- Contact parents/carers
- Facilitate conversations to help parties resolve negative behaviours
- Seek help from partner agencies, if required
- Speak to all pupils at assembly, as appropriate
- Record and monitor situations



Our recording system includes 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 details of any protected characteristic(s)
- Consideration of personal or additional support needs and wellbeing concerns

The recording, monitoring and analysis of bullying is best carried where it can be understood and acted upon.

Conflict

Conflict can occur on a daily basis when children fall out over games or an argument with a friend. We work with children to identify what scenarios could be a conflict and discuss strategies to help.

Types of Bullying

Physical bullying –

- Hitting
- Kicking
- Scratching
- Pushing
- Damaging belongings

Verbal bullying –

- Name calling
- Calling your family & friends names
- Insults
- Teasing
- Threatening you

Social bullying –

- Lying
- Spreading rumours
- Embarrassing you
- Ignoring you or getting others to ignore you
- Excluding you
- Giving you a bad look

Cyber bullying –

- Repeated harm through phones/computers, etc through messaging, photographs, silent calls



Signs of child being bullied

- Unwilling to go to school
- Change in demeanour – becomes aggressive at home
- Change in sleep routines
- Change in friendship groups
- Becomes withdrawn – lacks confidence
- Is afraid to use their phone

What can the school do to help?

We all know we can talk to the buddies or any of the adults. We talk about things that worry us during circle time.

What can other pupils do to help?

Talk to an adult you trust. They may feel sad and lonely...or even scared, but by smiling at them, and including them in games will help.

Stop the bullying

- Tell an adult you trust
- Walk away
- Ignore them
- Stay with your friends



Cyber-bullying



Verbal



Physical



- **Fantastic**
- **Happy**
- **Calm**
- **Respected**
- **Nurtured**
- **Excited**
- **Joyful**

- **Helping friends**
- **Making people happy**
- **Being honest**
- **Not leaving people out**
- **Being respectful**
- **Good team work**
- **Good leadership**



- **Guilty**
- **Terrible**
- **Want to get it sorted**
- **Scared**
- **Disappointed**
- **Frustrated**
- **Want to talk to someone**
- **Sad**

- **Making nasty faces**
- **Using bad language**
- **Shouting at others**
- **Damaging property**
- **Not listening to adults**
- **Talking over people**
- **Pushing people**
- **Answering back**



What should be the consequences for negative behaviour?

- Sending unfinished work home
- Speaking to parents
- Missing Fun Friday
- Letter to say sorry
- Reflection time
- Having to apologise
- Sent to see the Head Teacher
- Exclusion ...if really bad



