Dalbeattie Primary School

Better Relationships, Better Learning

Anti-Bullying Policy

Drafted 2020/2021

Completed 2021/2022

Better Relationships, Better Learning

Rationale

Having a sound learning environment at school and in the classroom is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established at school and classroom level through relationships between staff and pupils as well as pupils and their peers. A positive ethos within school is the foundation of positive relationships and better learning.

Aims

To create an atmosphere of mutual respect, trust and shared responsibility

To promote a positive school ethos through positive behaviour strategies and celebrating success.

To raise standards in behaviour and attainment

To help pupils develop a sense of personal and individual responsibility for his/her own behaviour.

All staff are responsible for the maintenance of positive behaviour and relationships in their classrooms, throughout the school and playground. Each class will have on display the vision, values and aims for the school alongside the expected behaviour progression. It is the school's aim to maintain good behaviour and positive relationships through positive behaviour approaches with clear guidelines and expectations. Children and parents will be made aware of the behaviour expectations and consequences.

Expected Behaviours at Dalbeattie Primary School

- Showing respect to everyone at all times
- Being friendly and helpful to everybody
- Showing respect for pupil and school property
- Looking after each other and never allow bullying, fighting or bad language to occur
- Remain within the school grounds and never leave them without permission.
- Wear the school uniform with pride
- Walking smartly in the corridors and showing good manners at all times
- Walking away and never reacting in anger or violence
- Always be truthful
- Individual class expectations will also apply

Possible Rewards:

Class Points / House Points

Class Rewards

Golden Time/Free Choice

HT Awards / Certificates

Praise/Positive Feedback

Occasional Behaviour Issues

- Calling out
- Swinging on chairs
- Tapping
- Not being on task
- Not being inclusive – not sharing etc.
- Mild unkindness to other students
- Poor work rate
- Lateness to class
- Speaking out of turn
- Talking while teacher is speaking
- Mobile phone seen or heard
- Any other low level disruption

Possible Consequences:

Verbal Reminders

Stop and Think

Significant/Persistent Behaviour Issues

- Continuing low level disruption after warnings
- Use of bad language/addressing people in an inappropriate manner
- Repeating an action that someone else has been asked to stop doing
- Significant unkindness to other students.
- Challenging staff – answering back
- Being disrespectful to school or other's property
- Non-compliance with sanctions e.g. does not show up for detention
- Abuse of technology e.g. breaking ICT code of conduct

Possible Consequences:

- Loss of Dojo Points
- Loss of House Points
- Time out
- Reflection time with another member of staff
- Break and/or lunch time detentions
- Reflection sheets completed in school and signed by parents, discussed with member of staff

  Possible letter/note in diaries/phone call home

Serious Behaviour Issues

- Aggressive language to staff and/or other students
- Violence towards staff and/or other pupils
- Any aggressive and/or threatening behaviour
- Being continually disrespectful to staff
- Deliberate vandalism of property
- Foul/extreme/sexual language
- Fighting
- Continually refusal to follow instructions
- Serious sustained bullying
- Leaving the classroom/building without permission

Possible Consequences:

- Break and/or lunch time detentions
- Reflection sheets completed in school and signed by parents, discussed with member of staff.
- Letters home
- Phone calls home – SMT
- SMT meeting with parents
- Exclusion – internal/external

Positive Behaviour Strategies and Celebrating Success

Clear, consistent expectations at all times

Well organised learning and teaching that motivates and engages learners

Praise throughout the course of school day in response to positive behaviour and achievements in learning
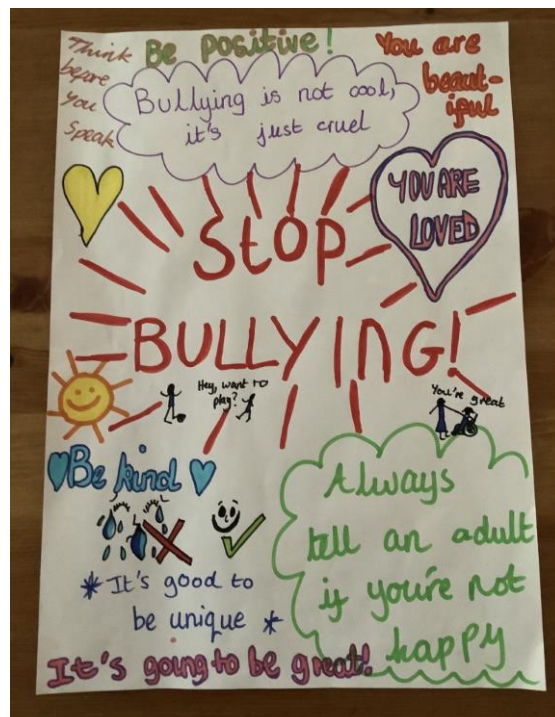
Use of discussion time to reflect on behaviours and achievements within the class

Class points, Dojos, House points awarded

Golden Time as a reward for positive behaviour

Whole School assemblies and awards to recognise and celebrate success in learning and behaviours –focus on four capacities.

Some classes identify star writers, achievers, maths champions.

Roles and Responsibilities

The HT and DHT have responsibility for:

Being Consistent

Monitoring and Evaluating the implementation of the behaviour policy.

Supporting all stakeholders in the implementation of the policy

Teachers have responsibility for:

Ensuring the behaviour system is clearly understood by pupils

Being consistent when implementing the system and communicating clearly with pupils

Reinforcing that the behaviour expectations apply in all aspects of the school day

Communicating with all stakeholders with regards to a pupil's behaviour.

Providing opportunities for children to reflect on their behaviour allowing them to consider the implications of their behaviour and how it affects others.

Non Teaching Staff have responsibility for:

Being consistent when implementing the behaviour policy within school and playground environments

Communicating with class teachers and members of the SMT

Parents/Carers have responsibility for:

Discussing the school expectations with their children

Work in partnership to reinforce school expectations

Supporting staff with the implementation of the policy

Communicating appropriately (i.e. not through social media) regarding any concerns

Keep school informed of significant changes/concerns which may affect their child's behaviour

Pupils have responsibility for:

Understanding the expectations of behaviour, rewards and sanctions.

Their own behaviour

Anti-Bullying

At Dalbeattie Primary we build positive relationships at all times through the values we have within the school.

Values:

- Consideration, good manners and to look after each other.
- Respect for everyone at all times.
- Have a sense of social responsibility in school and the wider community.
- Be committed to learning.
- Take care of the school by having a strong sense of belonging.
- Wearing the school uniform with pride.

Through our work in school on SHANARRI – wellbeing indicators (Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included) we provide pupils with opportunities to share their thoughts, feeling worries and concerns.

At Dalbeattie, all adults aim to establish open, positive and supportive relationships where our children feel safe, listened to and secure in their ability to discuss sensitive issues. It is essential that adults (at school and home) model behaviour which promotes health and wellbeing and understand anti-discrimination, anti-bullying and child protection policies.
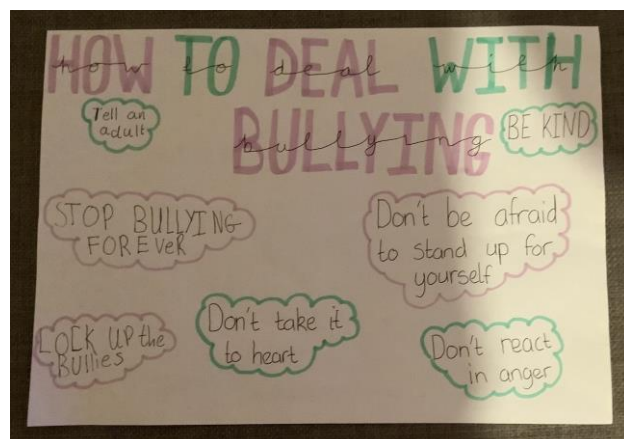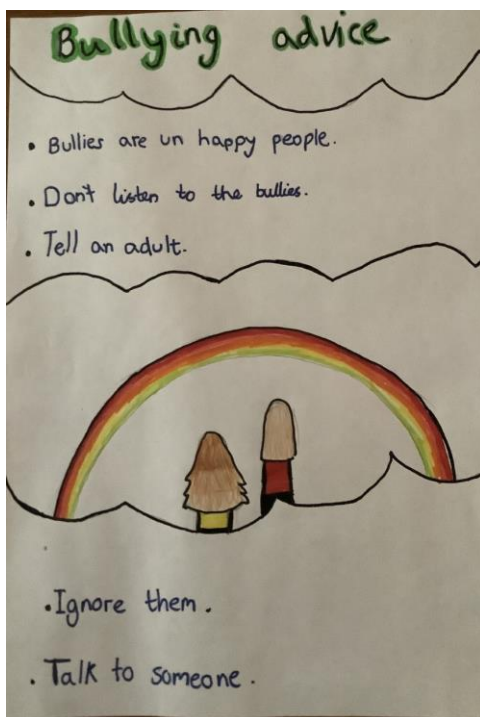
We should always remember that children will:
- tease each other
- fall in and out with each other
- have arguments
- stop talking to each other
- disagree about what they like and don't like

This is a <u>normal</u> part of growing up and should be distinguished from bullying. However, an environment where this behaviour is left unchecked, 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.

Bullying can be a complex behaviour which leaves people feeling helpless, frightened, anxious and depressed or humiliated. It should be defined by 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 so you can identify them when they are happening

Bullying Behaviours can include:
- Being called names, teased, put down or threatened.
- Being hit, tripped, poked or kicked.
- Having belongings stolen or damaged.
- Being ignored, left out or having rumours spread.
- Receiving abusive text messages, instant messages or emails
- Making you feel threatened or fearful of being bullied
- Persistently being targeted because of who you are or who you are perceived to be
- Persistently being targeted because of others you are associated with.

Forms of Cyber Bulling

This form of bullying usually takes place in addition to the more familiar forms of face to face bullying and can include:

- Threats or harmful remarks (e.g. by texts, emails, online gaming or social media)
- Harassments (e.g. online chat rooms, via email, phone calls, texts or social media, inappropriate use of images)
- Exclusion (e.g. on social media sites)
- Manipulation (using pictures, videos or previously recorded messages)
- Theft or damage to property

Prejudice Based Bullying

There are 9 Protected Characteristics under the Equality Act 2010. We have identified some of these here as well as other areas of bullying which as a school we may require further information/help on:

- Asylum seekers and refuges
- Disability
- Racial Bullying
- Sectarianism, religion or belief
- Sexism or gender
- Sexual orientation
- Body image
- Looked after/Care experienced children
- Young Carers

Something need only happen once for a child or young person to feel worried or scared to go to school. It is important to take into account the impact on the child or young person. Actions can affect people in different ways and this should be taken into consideration. If you think the behaviour is bullying, look at the effect it is having on your child and ask them how they feel.
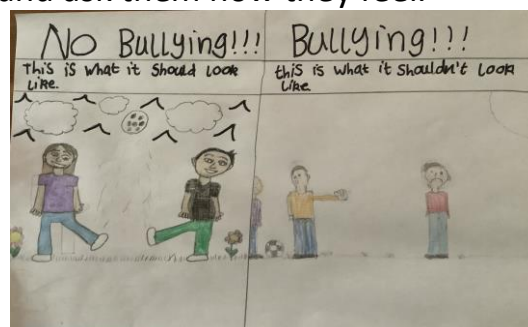
Possible signs and symptoms that bullying may be taking place:

- Changes to their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Starts to stammer
- Attempts or threatens suicide or run away
- Cries themselves to sleep at night or has nightmare
- Feels ill in the mornings
- Begins to do poorly in school work
- Comes home with clothes torn or property damaged
- Has possessions which 'go missing'
- Asks for money or starts stealing money (to pay bully)
- Has dinner and other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home hungry (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 excuses for any of the above
- Is afraid of or hides media devices from others
- Is nervous and jumpy when a media message is received

What a person being bullied might be feeling:

- 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

What a person being bullied might be saying:

- Friends are not talking to them
- They need driven to or from school
- They need more money
- They have lost their appetite
- They have lost their dinner money
- They hate going to that lesson. Going on that bus journey/lessons with those people

What we do as a school when we are notified of an incident:

- The child will be reassured the incident will be dealt with.

- We take the disclosure seriously.

- We keep the person experiencing the bullying informed of all discussions/sanctions.

- A member of the SMT will be notified of the incident.

- An appropriate adult listens to details and records the incident in writing.

- We will speak with any witnesses to the incident.

- If no bullying has taken place **(the incident has been a conflict)** we resolve the issue appropriately using the school's behaviour progression.

- We will talk to the child/children displaying bullying behaviours. The school's behaviour progression will be followed.

- We would contact parents/carers of the person displaying bullying behaviour and follow our behaviour progression.

- We would contact the parent/career of the person experiencing bullying to inform them of the incident and offer possible appropriate support.

- We would monitor the situation and take appropriate action.

- Where there might be implications with regards to the law, we would contact the police.

- Where appropriate, we would speak to the class or year group or make use of assembly time.

- We would seek help from outside agencies as appropriate.

- All instances of **bullying** are recorded within the Bullying Module on our SEEMIS System. Records are created for those experiencing and displaying bullying behaviours.

Further information & useful resources Websites: A wealth of useful information, advice and practical resources are available online.

www.respectme.org.uk – The Scottish Government's dedicated anti-bullying services provide useful information for professionals, parents and children and young people, including a helpful leaflet entitled 'Cyberbullying: Are you switched on?

www.ceop.gov.uk – The Child Exploitation and Online Protection Centre

www.thinkuknow.co.uk – A section of Child Exploitation and Online Protection Centre dedicated to education, with relevant sections and resources for professionals, parents and children and young people

www.childnet.com – Child net international, a non–profit organisation working to help make the internet a great and safe place for children.

www.kidscape.org.uk – The kidscape website has a section on cyberbullying specifically, containing helpful links and advice for parents and children and young people.

www.cybermentors.org.uk – offers young people opportunities to receive and provide peer support relevant to bullying behaviours online.

www.digzien.org – Provides information and resources for educators, parents and young people aimed at developing awareness and understanding of responsible digital citizenship.

www.teachersupport.info/Scotland – Offers practical and emotional support to staff in the education sector and their families