

GEORGETOWN PRIMARY  
**RESPECT FOR ALL POLICY**  
**ANTI-BULLYING GUIDANCE 2024 UPDATE**





Vision Statement: Georgetown Primary School

# “Everyone Learning Together for a better World”

To provide the best quality of education for learning, life and work, with the wellbeing of our pupils at the heart of what we do.

To promote a love of learning through active , exciting and engaging experiences that support and challenge pupils to their full potential.

To support pupils to develop the skills they need to become successful , confident and responsible contributors who make the world a better place for everyone.

To encourage pupils in a nurturing, inclusive , supportive environment where everyone’s rights are respected

To work in partnership with parents and the wider community to enable pupils to care for and value their community and their world

In Georgetown Primary, one of our school aims is to ensure our school is a place where all are safe, active, challenged and engaged in their learning. We value Caring, Respect and Responsibility as part of our whole school values, using them as central themes in all that we do in relation to dealing with behaviour issues. This anti-bullying policy will sit within our “Being Well, Doing Well” approach and is closely linked with our “Emotion Response Behaviour” Policy.

# Values Statement:

We aim to instil the following values across the education we provide;

## CARING



## EQUALITY



## HONESTY



## LEARNING



## RESPECT



## RESPONSIBILITY





Georgetown Primary is a Rights Respecting School. We focus on promoting children's rights as outlined in the UN Convention on the Rights of the Child (UNCRC). In our school, children are taught about their rights, such as the right to be heard, to be safe, and to have an education.

Our school community works together to ensure these rights are respected and upheld, fostering a positive and inclusive environment where our pupils feel valued, empowered, and responsible. This approach helps develop confidence, respect for others, and a strong sense of fairness among pupils and we believe, in these conditions, bullying behaviour cannot thrive.



## The purpose of this policy statement is

- To establish *definitions* and forms of bullying
- To make sure bullying is *identified* as soon as possible if it does happen and that those involved receive the support they need
- To provide *information* to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.

## WHY DO WE NEED TO DO THIS?



- ✓ Adults in all settings have a role to play in addressing bullying.
- ✓ Prevention as well as response is key.
- ✓ To understand what bullying is and what it isn't and the types of bullying behaviour that exist.

- ✓ To understand that bullying takes place in the context of relationships
- ✓ To begin exploring strategies around preventing and responding to bullying.
- ✓ To ensure **POSITIVE RELATIONSHIPS ARE AT THE HEART OF OUR SCHOOL.**



As part of our school ethos we aim to encourage all to achieve to their potential in a friendly, relaxed, supportive and inclusive atmosphere. Staff have created an environment where children and young people feel listened to and are secure in their ability to discuss their emotions alongside personal and sensitive aspects of their lives because they feel cared about.

We recognise that developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves.

Within Curriculum for Excellence (CFE) all staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider community. All staff in Georgetown share a responsibility for identifying the care and wellbeing needs of children:

Our school behaviour code is based on the firm expectation of **respect** and **positive behaviour** towards others. Promoting positive behaviour is fundamental to education and is the responsibility of everyone directly or indirectly involved in the education of young people. All in Georgetown Primary School are committed to the education of the whole child and the development of learning environments where every young person can achieve their potential

It is our aim to make Georgetown School a place where pupils can go about their business without fear of harassment or abuse by others. This reflects the Authority Anti-Bullying Policy.

## We aim to achieve this by:-

- **Encouraging positive attitudes towards each other, emphasising 'individuality' rather than 'difference'**
- **Creating a culture where bullies know that they are always reported**
- **Taking seriously all reports of bullying and acting on them quickly and fairly**
- **Involving parents if there are any concerns over bullying incidents**
- **Encouraging pupils, including the bully, to discuss problems in a supportive way and**
- **Providing a safe and stimulating learning environment.**

*At Georgetown Primary School, we are committed to providing a supportive, caring and safe environment for all of our students so that they can learn without fear of being bullied. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. **All staff** have a part to play in preventing bullying. Parents and guardians also have a major role to play.*

## What do we mean by Bullying?

- 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.

DEFINITION OF CONFLICT	DEFINITION OF BULLYING
<p>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. Conflict can and will occur on a daily basis when children fall out over the toys/game they are playing or an argument with a friend.</p> <p>At Georgetown we work with the children to identify what scenarios could be a conflict and then discuss strategies to help them. We use restorative practices to guide and support children when challenges occur from the early years to P7.</p>	<p>Bullying can be 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.</p> <p>Bullying is recognised as both a <u>behaviour</u> and an <u>impact</u>.</p> <p>The impact is on a person's capacity to feel in control of themselves. We call this their 'sense of agency'. Bullying takes places within a relationship. It is a behaviour that makes people feel hurt, threatened, frightened and left out. This behaviour can happen face to face or online.</p>

## Bullying behaviours can include (but are not limited to):

- 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 message, instant messages or e-mails
- Making you feel like you are being bullied or fearful of being bullied
- Being targeted because of who you are or who you are perceived to be
- Being targeted because of others you are associated with.
- **Prejudice-based bullying towards those with protected characteristics such as: disability, sex (gender), gender reassignment (transgender), race, religion or belief, sexual orientation.**



## Cyberbullying

### What is Cyberbullying?

*Cyber bullying is any form of bullying which takes place online or through smartphones and tablets.*

### Forms of Cyberbullying

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 or on message boards)
- Harassment (e.g. in online chat rooms, via email, phone calls, texts or message boards)
- Exclusion (e.g. on social network sites)
- Manipulation (e.g. using pictures, videos or previously recorded messages to mock, upset or humiliate)
- Theft or damage to online property (e.g. deleting of homework)



More information about cyberbullying can be found [here](#).



## Outcomes of bullying



### 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

### You may see signs of

- Hopelessness (for the future)
- Your child feeling sad, down, a general change of mood
- Effects on school attendance and schoolwork
- Children seeking to avoid people and places
- Feeling Stressed
- Over-eating or under-eating or self-harm

## What might they be saying?

### They may say:

- They have no friends / their friends are not talking to them
- They need driven to or from school
- They need more money/ have lost their money
- They have lost their appetite
- They are not going to that club
- They hate going to that lesson...



### They may not say:

- All behaviour communicates how we feel.
- Look for changes in behaviour or attitude towards you or family members
- Their words, tone, body language or facial expression may give cause for concern.
- Take time to talk to them and listen carefully - explore the reasons behind this.



# WHAT TO DO NEXT?

## **Don't panic!**

Remaining calm supports good listening and is reassuring for your child

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## **Give your full attention**

This is reassuring and shows you are taking them seriously

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## **Explain the reasons for your concern**

Feeding back what you have noticed sensitively can help your child to see more clearly how bullying is impacting on them

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## **What do they want you to do?**

Exploring this will make your child feel valued and will help you to understand what support they need

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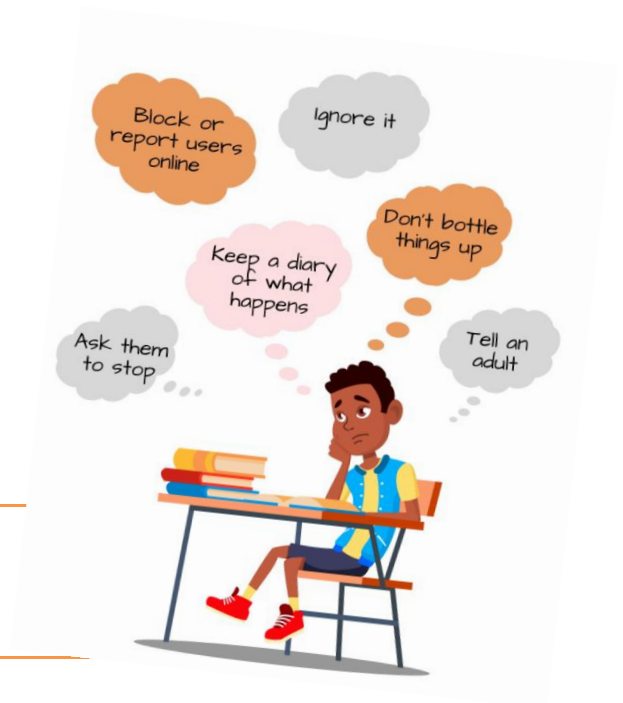
## **Keep listening!**

If they are reluctant to talk straight away, remind them that you are always available to listen and they can talk to you at any time

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## **Do not judge**

If a child or young person has shared information about their gender identity or their sexual orientation they may have chosen to tell you because they trust you and value your relationship. Respect this.



## Responding to pupils who bully

Children who are bullying will need help to identify the feelings causing it, develop other ways of responding to these feelings and repair relationships.

- Listen and take time to discover the reasons for the bullying.
- Do not label the individual or groups as "bullies", name the behaviour.
- Be prepared for a strong reaction from parents/children/others and work together to find solutions.
- Be prepared to address prejudicial attitudes that may be behind the bullying behaviour.
- Address what's happening behind the behaviour, even when the bullying has stopped.

### WHAT WE WILL DO AS A SCHOOL WHEN WE ARE NOTIFIED OF AN INCIDENT:

- ✓ The child is assured the incident will be dealt with; we take the disclosure seriously
- ✓ We keep the person experiencing the bullying Informed of all actions/discussions
- ✓ An appropriate adult listens to details and records the incident in writing
- ✓ We may seek to establish witnesses
- ✓ If no bullying has taken place (i.e. the incident has been a conflict), we resolve the issue appropriately using the school's behaviour policy.
- ✓ We talk to the child/children displaying bullying behaviours. We follow the school's behaviour policy.
- ✓ We carry out conversations using restorative practice to help all parties resolve the negative behaviour.
- ✓ We would contact parent/carer of the person experiencing bullying to inform them of the incident and offer possible appropriate support
- ✓ We would contact parent/carer of the person displaying bullying behaviour to inform them of the incident and offer possible appropriate support
- ✓ A chronology of events would be noted using the school management system - Bullying and Equities Module or Pastoral Notes as appropriate.
- ✓ We would monitor the situation and take appropriate action.
- ✓ Where there might be implications with regards to the law, we would seek help from outside agencies as appropriate or we would contact the Police.
- ✓ Where appropriate, we would speak to the class or year group or use assembly time



**It is now well established that educational engagement and a positive experience of schooling is closely linked with a child's positive mental, emotional, social and physical wellbeing both inside and outside of school. It is also recognised that a positive school experience can act as a protective factor for children who may be experiencing adversity in other areas of their lives.**

**Many children will not admit that they are being bullied as bullying can often take place out of sight or out of school.**

**Anyone who suspects that there is a case of bullying should share his / her concerns with someone else; a child with an adult (parent or teacher); a parent with a member of the school staff; class teachers and other school staff with a member of the senior management. It is important to act early.**

**All children should be encouraged to stand up for themselves, without resorting to violence. They should learn to always say "No!" in situations where they feel under threat. All children should be encouraged to understand that reporting bullies is the right thing to do as part of our responsibility to protect and care for others. Parents will always be involved if there are any concerns over bullying incidents.**



[CLICK HERE](#) to access the Scottish Government's dedicated anti-bullying service which provides useful information for professionals, parents, children and young people, including a helpful leaflet entitled 'Cyberbullying: Are you switched on?'

# Summary



Bullying is never acceptable; it is not part of growing up.



It does not build character – trust, acceptance, consistency and safety builds character.



We must all be good role models in the truest sense and remember – we make a difference.



Relationships based on respect are key to creating positive cultures where bullying cannot thrive.

## Useful Resources

Education Services Respect for All Guidelines (2018) for Schools incorporates revised national anti-bullying guidelines (Scottish Government 2017) that underpins our Schools Policy.

We also acknowledge 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. AND The Equality Act 2010 that 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 put legislation in place to prevent direct or indirect discrimination against persons due to their:

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

