



Moniaive Primary Anti-bullying Policy (reviewed Jan 2023)



Our shared values in Moniaive Primary School include fairness, equality, tolerance and inclusion. We take pride in our integrity by demonstrating: *"This is who we are, even when no one is looking."* We aim to provide a safe, respectful and nurturing learning environment for all in our school community.

Every child has the right to feel safe and to be free from bullying and discrimination of any kind. Our P6 and P7 pupils have helped in developing our anti-bullying policy sharing their thoughts, ideas, concerns and opinions and helped gather those of all pupils.

You don't have to like me...agree with me...or enjoy the same things I do.

But you do have to respect me. (Respect Me 2019)

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.

"Strong people don't put others down, they lift people up." P7 Pupil

Rights Respecting School

We are delighted to have earned silver status Rights Respecting school and are working towards gold. This means we all believe Children's Rights are unconditional. Therefore, responsibilities do not have to be fulfilled in order for children to access their rights. However, in fulfilling these rights, we accept that we all have a responsibility not to compromise the rights of others.

"We're all different but if we work together we can make a change." P7 Pupil

Curriculum for Excellence

This underpins shared learning in health and wellbeing, promoting inclusion, tolerance, fairness and respect through key learning activities including Circletime, Assemblies and partnership working with parents and agencies who can support this learning. We put a spotlight on this learning during National Anti-bullying Week raising the profile of our response and challenge to bullying behaviour.

GIRFEC

Getting it right for every child (**GIRFEC**) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential.



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How Good is Our School? (4th Edition)

We as a school regularly use this self-evaluation framework published by Education Scotland to reflect on performance and features of highly-effective practice. In particular the following statements:

"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." (HGIOS 4 - 3.1 Ensuring Wellbeing, Equality and Inclusion)

We regularly reflect on the *"wide range of duties required of all staff and partners to ensure that all children and young people are safe, well cared for and enabled to flourish."* (HGIOS 4 - 2.1 Safeguarding and Child Protection)

The Equality Act 2010 legislates to prevent direct or indirect discrimination against persons. The seven characteristics which apply across education are:

- ❖ Disability
- ❖ Sex (Gender)
- ❖ Gender reassignment (Transgender)
- ❖ Pregnancy and maternity
- ❖ Race
- ❖ Religion or belief
- ❖ Sexual orientation

Definition of Bullying

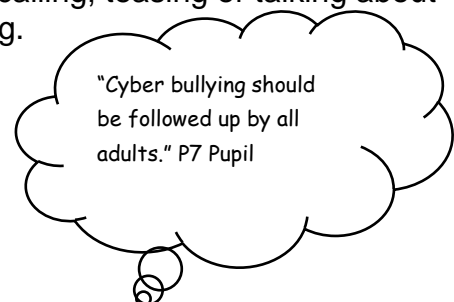
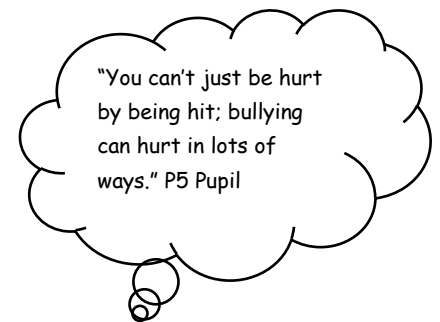
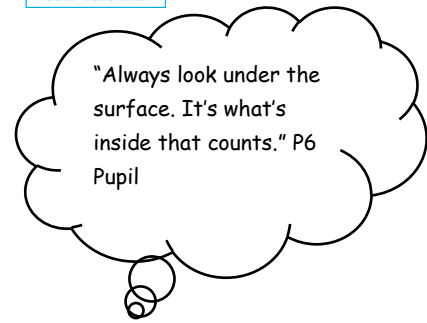
"Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online." (Respect for All, Scottish Government, 2017)

Bullying behaviour can present as a combination of factors and the impact they have. The range of behaviours can include:

Physical: This may include hitting, kicking, pushing, or taking or damaging someone else's property.

Verbal: This may include spreading rumours, name-calling, teasing or talking about people. This can include online abuse - cyber bullying.

Emotional: This may include excluding someone from the group, embarrassing someone or making them feel bad for being different.



Spotting the Signs

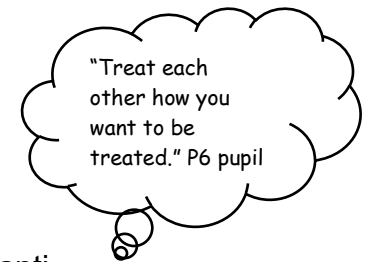
Although staff maintain a high level of vigilance and provide opportunities, many children who experience bullying do not tell anyone. Staff are alert to signs that could indicate that a young person may be experiencing bullying behaviour, including:

- Experiencing pain or hurt.
- Feeling weak and powerless to make things better.
- Feeling that it may be their fault.
- Fear
- Feelings or appearing Isolated.
- Appearing less confident, quieter than usual.
- Feeling anxious about making it worse if they tell someone.

How can we respond?

Together with Pupils we can:

- Build on the health and wellbeing learning within our school's anti-bullying philosophy.
- Fully involve them in developing and reviewing anti-bullying guidance in our school.
- Continue to build on our culture of mutual respect.
- Ensure everyone knows what to do if they think they or someone they know is experiencing bullying behaviour.
- Encourage awareness of what is posted and shared online, and treat people with the same respect as you would if they were in the room.
- Make effective use of items such as worry or thoughts and feelings boxes.
- Work together to resolve the situation.
- Continue to engage in learning events such as Anti-bullying Week.
- Never use or tolerate discriminatory language e.g. racial, homophobic or religious slurs.
- Use the knowledge learned in school to stay safe online and tell an adult if they are worried about anything online.
- Highlight the useful information found at: [respectme | Scotland's anti-bullying services](https://www.respectme.org.uk/scotland)



Together with Parents and Carers we can:

- Become familiar with our school's anti-bullying policy.
- Participate in consultation regarding anti-bullying guidance in our school.
- Actively listen to children or young people when they tell us about a suspected bullying incident.
- Stay calm.
- Help our children to stay safe online.
- Take a lead from children or young people as to what pace to go at. This will help restore their feeling of being in control.
- Ask them what they want us to do.



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- Explore options together.
- Work in partnership to resolve the situation.

Actions

The following is a list of actions available to staff depending on the situation. The emphasis is always on a caring, listening approach as those who display bullying behaviours can be reacting to something that has happened to them:

With the person experiencing bullying behaviours

- Discuss what has happened with patience and understanding. We will always listen, investigate and respond appropriately and never dismiss any reports of bullying behaviour.
- Facilitate restorative conversations, if appropriate, and when all parties are ready.
- Share information as appropriate with parents and carers. This may be a phone call home or invitation to school to discuss.
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with person experiencing bullying behaviours to ensure everything possible has been done to address this.
- If it is identified that support for either party may be helpful from an outside agency, this referral will be made following discussion with parents/ carers.

With the person displaying bullying behaviours

- Identify those who have displayed bullying behaviours.
- Facilitate restorative conversations, if appropriate, and when both are ready.
- Loss of freedoms around the school and in the playground.
- Time for reflection, additional focus on health and wellbeing learning.
- Share information as appropriate with parents and carers. This may be a phone call home or invitation to come to school to discuss.
- Behaviours recorded, monitored and reviewed as appropriate.
- Further, appropriate actions will be taken by the school, should such behaviours continue.

"Bullies are not bad; they just haven't found their good yet." P3 Pupil



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Recording and monitoring

Reported incidents will always be taken seriously, investigated and appropriate action taken. Dumfries and Galloway's Bullying and Equalities Recording procedures will be followed and monitored.

Further information and advice for parents and carers is available online:

<https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/>

