

# Kilmaurs Primary School

## Respect Me Anti-Bullying Policy



Kilmaurs Primary School, 15 Sunnyside, Kilmarnock, KA3 2RY, Phone 001563 538388

**“Be respectful. Be safe. Be proud. Be your best.”**





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### RIGHTS RESPECTING SCHOOLS



Within this policy the articles and principles of the UNCRC are embedded with a particular focus on the following:

- **Article 2: All children have these rights.**
- **Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.**
- **Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.**
- **Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.**



## Introduction

Kilmaurs Primary School is committed to providing a safe, supportive environment for all. We promote positive relationships and behaviours, respect for each other and encourage that we value and celebrate our differences.

Our anti-bullying policy provides guidance to pupils, staff, parents and carers of Kilmaurs Primary School on preventing, responding to and reducing bullying behaviour. It is written in line with local and national frameworks produced by Education Scotland and East Ayrshire Council including GIRFEC, "Respect for All" and 'Anti-bullying: Respect for All Policy'

Bullying behaviour of any kind is never acceptable and must be actively challenged. Bullying is a breach of the United Nations Convention on the Rights of the Child (UNCRC). As a Rights Respecting School we promote the values and principles of the UNCRC. It is every child's right not to be bullied. At Kilmaurs Primary School we are committed to meeting the rights of every child and protecting them from any forms of bullying behaviour so that they feel safe, happy and are given the best chance to achieve all they can in life.

## Definition

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. (Respect me 2015)**

## What is Bullying?

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being called names, teased, put down or threatened face to face/online, verbally or non-verbally, directly or indirectly
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face-to-face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone



- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- Being targeted because of who you are or who you are perceived to be (face to face and/or online).

Our national vision is of a respecting, just, equal and inclusive Scotland in which all children and young people can live free from bullying and harassment and are encouraged to reach their full potential. Bullying behaviour impacts on children's and young people's wellbeing and can affect their participation, attainment and inclusion. Central to this, Respect for All is underpinned by the values of: Fairness, Respect, Equality and Inclusion.

Here at Kilmaurs Primary School our values are kind, proud and successful. We understand that bullying is never acceptable and that children have the right to learn in a safe, secure environment. Our policy aims to build capacity, resilience and skills in children and young people, and all those who play a role in their lives, to prevent and deal with bullying. 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.

## Prejudice-based Bullying

At Kilmaurs Primary we are committed to challenging all types of prejudice-based bullying and language. To address the years of unfavourable treatment experienced by some groups, The Equality Act 2010, makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

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

There are many other prejudice-based characteristics that are not included in the Equality Act 2010, but remain just as unacceptable. These can be found at: [www.org.uk/bullying/prejudice-basedbullying](http://www.org.uk/bullying/prejudice-basedbullying)

Other groups to whom the intentions of the Act apply include young carers, Looked After Children, asylum seekers and the economically disadvantaged.



## Online bullying

Kilmaurs Primary recognises that online bullying should not be treated differently from face-to-face bullying. The internet is a place, and like any social engagement it has the potential to become an opportunity for bullying behaviour to take place.

Online bullying is when someone bullies others using electronic means. This might involve social media, messaging services on the internet, chatrooms, emails, pictures/video clips, viruses, accessed on a mobile phone, tablet or gaming platform. The behaviour is usually repeated.

One of the biggest differences between online bullying and face-to-face bullying is that it can be hard to get away from. Young people could be bullied anywhere, anytime – even when in their home.

We would always encourage parents to put in the necessary actions at home to prevent bullying however, we understand that online bullying can also affect friendships within school.

As a school we will strive to support parents in dealing with incidents of online bullying to ensure that children feel safe and happy in our school. If we hear of online bullying incidents from pupils, we will support in school and ensure all relevant adults are aware to ensure a strong home-school support system.

### Online bullying:

- Can reach a vast audience in a matter of seconds
- Has the potential to draw in large numbers of people
- Takes 'repetition' to a different level, with hurtful comments and images being shared multiple times
- Has the potential to impact at any time of day or night
- Can offer a degree of anonymity to the perpetrator
- Can be difficult to police and to act upon

There are very few children that have not been impacted in some way, either as the perpetrator or the victim. There is often some form of evidence e.g. screen shot, text message.

Once again, it is never acceptable. Within the technologies aspect of a Curriculum for Excellence and in line with the Scottish Government National Action Plan on Internet Safety for Children and Young People (April, 2017) we will seek to develop digital literacy which will educate young people in becoming cyber resilient, and support them to use the internet safely.

Please note, that if your child has access to a device at home, which is on loan from East Ayrshire Council or the Scottish Government, then they must adhere to the 'Acceptable Use Agreement' signed at the start of each session. Please contact the school if you wish a copy of this agreement.



## **Impact of Bullying behaviour**

While there are various methods enabling children to report bullying behaviour, some incidents may not be reported. It is important, therefore, to be aware of signs of possible bullying, in order that effective responses to potential damaging effects, are made.

**Bullying can have short and long-term effects on the physical and mental wellbeing of children:**

- **Feeling unsafe and fearful**
- **Low self-esteem**
- **Poor performance or withdrawal from school or/and leisure activities**
- **Truancy**
- **Reduced aspirations**
- **Inability to share feelings and communicate with others**
- **Changes in behaviour or physical appearance**
- **Violence to others**
- **Anxiety and depression**
- **Humiliation**
- **Demonstrating bullying behavior to others**
- **Eating disorders**
- **Self-Harm**
- **Suicide**
- **Parental of family stress and anxiety**

**The emotional health and wellbeing of children and young people is at the heart of achieving and the outcomes ensure that our children have the best start in life and are ready to succeed. This involves building the four capacities of becoming successful learners, confident individuals, effective contributors and responsible citizens as well as having improved life chances where they are more at risk.**

**Bullying takes place in the context of relationships. Promoting respectful relationships, repairing relationships where appropriate and ensuring we respond to all forms of prejudice will help create an environment where bullying cannot thrive. There are a range of strategies and programmes being used throughout Scotland that can improve relationships and behaviour, promote equality and challenge inequality, and develop emotional wellbeing to help prevent and address bullying.**

**These focus on:**

- **Anti-bullying professional learning**
- **Recognising and realising Children's Rights**
- **Restorative Approaches**
- **Creating inclusive and supportive learning environments**



- **Solution Oriented Approaches**
- **Nurturing Approaches**
- **Mentoring and peer support**
- **Curriculum for Excellence.**

A whole-school approach is vital in ensuring that our proactive strategies are successful. All staff model positive behaviour and adhere to our Promoting Positive Relationships Policy encouraging pupils to be responsible for their own behaviour through restorative practice. We would also encourage all adults who are part of the Kilmaurs Primary community to model these positive and respectful behaviours at all times.

## **Kilmaurs Strategies to Prevent Bullying**

Within school we will make use of a range of strategies to prevent and respond to bullying, which include:

### **School and Establishment Strategies**

- **To promote a culture of positivity and respect by recognising that bullying behaviour takes place in the context of relationships**
- **To provide opportunities for young people to engage in discussions about friendships and relationships**
- **how to manage, repair and respond to changes within friendships and relationships - both in real life and online in order to create an environment where bullying cannot thrive**
- **To promote a listening and calm approach in responding to reports of bullying behaviour**
- **To provide a supportive environment in which people affected by bullying behaviours can talk through the options they have to make bullying stop, or to help them manage how they are feeling**
- **To ensure all children and young people are included, engaged and involved and have the opportunity to participate in school and community events**
- **To know about and operate a clear policy and procedure in responding to bullying behaviours**
- **Consider factors that may impact upon a child or young person's wellbeing, including whether any support for learning or a Wellbeing plan is required**
- **To think about how to stop bullying before it happens**
- **To challenge inappropriate behaviour**





## Strategies used to educate pupils, prevent bullying and develop pupil skills include:

- Assemblies focussing on anti-bullying messages, promoting equality and diversity and tackling discrimination
- Anti – Bullying awareness days, weeks and activities
- Displays, posters around the school and leaflets created by the children and shared with parents
- Staff training, new policy documents and initiatives
- Using Circle Time, Nurturing approaches, PATHS, drama, role-play, social stories within the Health & Wellbeing, Growth Mindset and PSE curriculum, to help pupils understand the feelings of bullied children, to practise the skills they need to avoid being bullied, and to explicitly teach emotional literacy, assertiveness and resilience
- Pupils need to know who they can turn to if they experience bullying
- Whole-school work on Rights Respecting Schools
- Use of the SHANARRI wellbeing indicators as a focus for well-planned activities
- CEOP Training and class activities to ensure children know how to keep themselves safe online
- Use of the Nurturing principles and Restorative Practice
- Children skilled in restorative conversations to support other young people within the playground and community
- Parent information leaflets
- All adults, staff and parents, setting the best example to pupils by showing respect and valuing all in our school community

## Self-help Strategies

Working together to support all children who have experience of bullying behaviour, either as the victim or perpetrator, is best practice. We will always work to build respectful and effective relationships with parents to improve the outcomes for our learners.

Below are some suggested strategies for children and young people on how to respond to bullying behaviour:

- Inform a trusted adult if they are worried
- Look out for others if they need help
- Talk to Childline or refer to [www.Childline.org.uk](http://www.Childline.org.uk)
- Keep a diary of events – mentioning how it makes them feel
- Block users online- report offensive language and bullying behaviours
- Do not bottle things up, as this can make them feel worse

*Everyone working with children and young people needs to challenge behaviour and attitudes which lead to bullying behaviour before incidents arise. When incidents do arise, it is important they follow the agreed procedures in place to ensure the appropriate action is taken. (2015)*





**A parent commented** *“My daughter has been bullied and been the bully. I found the school dealt with both situations very well. I feel with support at school, the process of helping my child through the situation was easier. It always has to be a team effort to resolve the issue and help the child understand it's not just an issue at school”* (October 2022)

## Staff Roles and Responsibilities

***“Respect for All: Bullying is never acceptable” has an essential role to play in ensuring that all of us working with children and young people fulfil our responsibility to support their health and wellbeing. This can be achieved through embedding positive relationships approaches to prevent bullying in and across learning communities.***

- Understand both local and organisational anti-bullying policy and procedures
- Be aware of the values and principles of Respect for All and act in accordance with them in terms of preventing and responding to bullying behaviour
- Act in accordance with the relevant professional standards and codes of conduct, e.g. GTCS, etc.
- Act as positive role models to establish open positive and supportive relationships
- Listen and take children and young people seriously
- Engage with parent(s)
- Share concerns appropriately within your organisation/service and seek support where appropriate
- Take action to promote equality and diversity and children's rights
- Work collaboratively to help ensure bullying cannot thrive
- Treat people with respect

However good our preventative work is, it is important to have clear procedures in place to respond effectively to reports or observations of bullying behaviour. A child's experience will be directly affected by the response they get from the adult. When faced with a report of bullying behaviour, two things ultimately matter:

**1. The present:** how the person who has experienced bullying behaviour perceives his/her situation. If he/she feels that an incident of bullying behaviour has taken place, it must be taken seriously and investigated. What might seem trivial to an adult can cause serious psychological damage to a child or young person and to his/her feelings of safety, self-esteem and value within the community.

**2. The future:** identifying the steps needed to resolve the difficulty and alleviate any ongoing negative feelings.



**It is important that:**

- **all complaints and concerns are taken seriously and investigated promptly and consistently**
- **those involved feel appropriately supported and that fairness and impartiality to all partners concerned is shown during an investigation**
- **assumptions are not made which are based on previous incidents or misbehaviour**
- **confidentiality is respected and knowledge of the incident is limited to those directly involved with it and with any necessary action which follows**
- **pupils can have a designated support person or friend present**
- **all allegations of bullying behaviour(s) are recorded and monitored regardless of the outcome**
- **The Head Teacher is fully informed of any situations which may require intervention from him/herself and relevant outside agencies**

**Bullying behaviours which take place outwith school premises are likely to impact upon children, young people and the school. Where possible these should be dealt with as part of this Policy and Procedure document. For example, cyberbullying, bullying behaviours by pupils of your or another school.**

**Strategies are identified for supporting and, where appropriate, challenging the behaviour of those involved.**

**If the investigation shows a need for restorative action to be taken with the pupil(s) involved in bullying behaviour, the following measures should be taken:**

- **Explain that the incident will be recorded**
- **Make it clear that the type of behaviour exhibited is totally unacceptable in any circumstances**
- **Explain to the pupil(s) involved in bullying behaviour that his/her actions have an adverse effect on the pupil who experiences it and help him/her/them to consider the consequences of what he/she/they has/have done**
- **Involve other members of staff who work with the pupil(s) involved in bullying behaviour and those experiencing it**
- **Contact parents/carers of the pupil(s) experiencing and involved in bullying behaviour**

**If bullying behaviours are reported to or witnessed by a staff member they should:**

- **Listen – give the child their full attention, what is it they want you to do?**
- **Ask ;**  
**What was the behaviour?**  
**What impact did it have?**



**What does the child want to happen?**

**What do I need to do about it?**

**What attitudes, prejudices or other factors have influenced the behaviour?**

- **Remain calm and avoid an emotional reaction**
- **Reassure the victim and offer help, advice and support**
- **Make it clear to the pupil who is bullying that you disapprove of their behaviour, but don't make judgements and avoid labelling which can be unhelpful**
- **Take action as quickly as possible and discuss with a member of the senior management team (SMT). A decision will be taken about the most appropriate person to deal with the incident.**

**Staff member dealing with a reported incident should:**

- **Take the incident or report seriously and investigate thoroughly**
- **Have a restorative conversation with the pupil who is displaying bullying behaviour and encourage them to see the victim's point of view. This may involve both parties with the staff member acting as a mediator.**
- **Inform parents/carers, and work in partnership with them in decision-making regarding supports**
- **Consider supports from outside agencies e.g. school nurse, social services, police if necessary**
- **Liaise with class teacher and arrange curriculum input if necessary**
- **Monitor the ongoing situation through check-ins with both the victim and the pupil who was bullying**
- **Identify triggers/flashpoints and inform colleagues if the incident arose from a situation where everyone should be vigilant e.g. unsupervised toilets or cloakroom areas.**
- **Improvements should be made using lessons learned**
- **Refer to our Promoting, Positive, Relationships Policy**

## **Parent/Carer Responsibilities**

- **Be aware of anti-bullying policies and practice in any school/clubs/groups attended by their child or young person**
- **Work collaboratively to help ensure bullying cannot thrive**
- **Share concerns about their child as early as possible with appropriate teacher/practitioner/coach**
- **Engage through school Parent Forum/Parent Council or other appropriate forums to contribute to and learn about anti-bullying practice**
- **Treat people with respect**
- **Promote positive respectful relationships**
- **Listen and take children and young people seriously**
- **Remember that what the school is trying to do is to gather evidence, which establishes that bullying has occurred, and then to find a lasting solution that ensures the child is no longer bullied at school**



**We understand that parents and carers may be concerned that their young person is being labelled 'a bully'. Please be assured that the focus will always be on the behaviour/actions, and the impact and harm of those behaviours on others.**

*'Labelling children and young people as 'bullies' or 'victims' can be disempowering and unhelpful in changing their behaviour or supporting their recovery from being bullied. Labelling an action as bullying is a more effective way of motivating a child to change their bullying behaviour. This approach should be reflected in policy and underpin practice.'*

*(Respect for All Guidance, Scottish Government)*

## **Pupil Responsibilities**

**Our pupils work together during Assemblies, through our HWB programme, and as part of our pupil leadership programme to deepen their understanding of:**

- **What is bullying?**
- **What to do if you think you are being bullied?**
- **What to do if you think someone else is being bullied?**

**Pupils should also;**

- **Treat people with respect and not engage in bullying behaviour**
- **Be aware of anti-bullying policies and practices in schools/clubs/groups attended**
- **Where safe and appropriate, challenge bullying behaviour**
- **Share concerns with peers/trusted adults if appropriate to the individual**
- **Work collaboratively to help ensure bullying cannot thrive**
- **Share concerns with peers/trusted adult/named**

**Children who bully others**

**Children and young people who are bullying will need help and support to:**

- **Identify the feelings that cause them to act this way**
- **Develop alternative ways of responding to these feelings**
- **Understand the impact of their behaviour on other people**
- **Repair relationships**



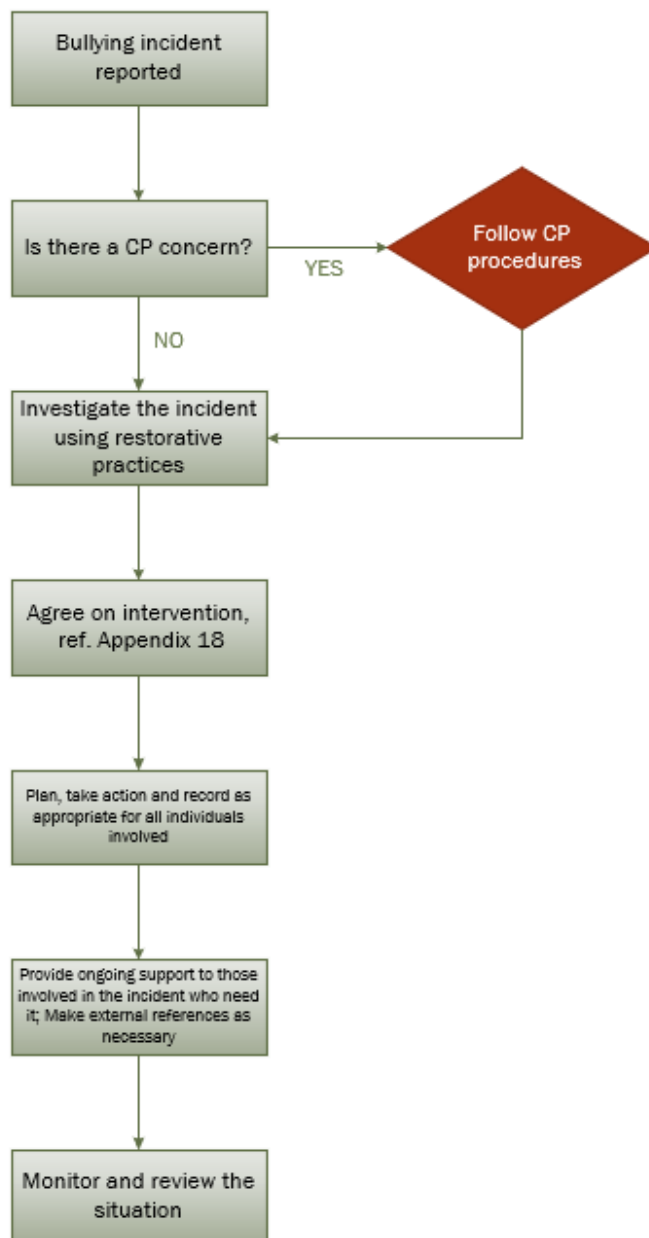
## Reporting

- **Inform the senior management team of all incidents of bullying, even if it is felt that the situation has been dealt with satisfactorily**
- **Parents/carers will be informed of all bullying incidents and will be fully involved in a plan of action moving forward**
- **All bullying incidents should be logged by the teacher in the Pastoral Notes area of Seemis, and alert both the HT and the DHT**
- **The SMT are required to log all incidents via the Seemis 'Bullying and Equality' tab (and also in Seemis Pastoral Notes if appropriate)**
- **The SMT also record the incident on their Equalities log which is stored in a secure electronic file**
- **If bullying or racist incidents are related to a protected characteristic under Equalities legislation, then the incident should also be logged on Seemis and this information will be lifted by the authority.**

## Recording

**For children and young people's organisations recording systems must include 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**
- **Actions taken, including resolution at an individual or organisational level**



## Monitoring of Bullying Incidents

**On the recording of the bullying incident a formal review date is set to establish if the situation has been fully resolved, however regular informal check ins should also happen with all relevant staff and parents.**



## **Monitoring of Policy**

**The implementation of this policy will be evaluated through whole-school self-evaluation every three years, involving all stakeholders, to ensure it is having an impact in achieving its aims.**

**Written November 2022**

**Ratified - tbc**

**Respect Me**

**All staff trained in Respect Me and policy adhered to in line with school policy**

**Reviewed November 2023**





## Appendix 1 - Sources of Advice and Guidance

Note - There are many more in EAC Policy 'Anti-bullying: Respect for All Policy'

<b>RespectMe– Scotland's Anti-Bullying Service</b>	<a href="https://respectme.org.uk/">https://respectme.org.uk/</a>  Tel. 0844 800 8600
<b>Childline</b>	<a href="http://www.childline.org.uk">www.childline.org.uk</a>  Tel. 0800 1111
<b>ParentLine Scotland</b>	<a href="http://www.children1st.org.uk/help-advice/for-parents-and-carers/">http://www.children1st.org.uk/help-advice/for-parents-and-carers/</a>  Tel. 08000 28 22 23
<b>CBBC</b>  An internet survival guide for primary age children. Tips and tricks you'll need to stay safe online, beat the cyber-bullies and become a super-surfer.	<a href="http://www.bbc.co.uk/cbbc/curations/stay-safe">http://www.bbc.co.uk/cbbc/curations/stay-safe</a>
<b>Thinkyouknow</b>  Contains sections for different age groups, with informative animations for 5-7 year olds. Provides useful information for parents and carers. Useful site to download a 'safety button' children can use. (Google 'Hector's World Safety Button')	<a href="http://www.thinkyouknow.co.uk">www.thinkyouknow.co.uk</a>
<b>Safekids</b> Tips for keeping safe online, and managing cyber bullying	<a href="http://www.safekids.com">www.safekids.com</a>
<b>Child Exploitation &amp; Online Protection Centre</b> Useful advice for schools and parents	<a href="http://www.ceop.gov.uk">www.ceop.gov.uk</a>
<b>Digizen</b>	<a href="http://www.digizen.org.uk">www.digizen.org.uk</a>



<b>Information for schools and parents on responsible use of technology</b>	
<b>Show racism the red card Tackling racism through high profile footballers</b>	<a href="http://srtrc.org/">http://srtrc.org/</a> Tel. 0191 257 8519 Email: <a href="mailto:info@theredcard.org">info@theredcard.org</a>



**PRO-FORMA LETTERS**

**Letter to parents/carers of child or young person who has shown bullying behaviour(s)**

**SCHOOL ADDRESS: Date:**

**Dear Mr & Mrs xxx**

**David Smith (21.5.89) – Anywhere Primary School**

**It is possible that David has been involved in bullying behaviour. The incident was reported on enter date and is being investigated according to our school's Anti- bullying Policy.**

**Outline details of the incident**

**I would be grateful if you could contact me within the next three days so we can discuss how we can work together to resolve the issues detailed above.**

**In the meantime I would be grateful if you would acknowledge receipt of this letter by returning the proforma below.**

**Thank you for your assistance.**

**Yours sincerely**

**Head Teacher**

**I acknowledge receipt of the letter dated:**

**Parent/Carer \_\_\_\_\_ Signature\_\_\_\_\_**

**Pupil \_\_\_\_\_ Class \_\_\_\_\_**



**Letter to parents/carers of child or young person who has experienced bullying behaviours**

**SCHOOL ADDRESS: Date:**

**Dear,**

**Mary Jones (3.6. 93) – Anywhere Primary School**

**There was an incident on enter date in which Mary reported that she experienced bullying behaviours.**

**You can be assured that the school does not tolerate any form of bullying behaviour and the allegation is being thoroughly investigated.**

**Outline details of the incident**

**Please do not hesitate to contact me if you wish to discuss any aspect of the alleged incident or discuss how we can work together to resolve the issues detailed above. I will keep you informed of developments.**

**In the meantime could you please acknowledge receipt of this letter by returning the pro-forma below.**

**Yours sincerely**

**Head Teacher**

**I acknowledge receipt of the letter dated**

**Parent/Carer -----**

**Signature -----**