

Newmilns Primary and ECC



Respect for All Anti Bullying

Position Paper

Reviewed May 2020

Anti-bullying statement for Children / Young People in Newmilns Primary and Early Childhood Centre.

Vision

Every child and young person in East Ayrshire should grow up free from bullying behaviour.

Across all sectors, those working with children and young people in East Ayrshire are already aiming to fulfil the Scottish Government and local government commitment to ensuring children and young people become confident individuals and responsible citizens. It is our aspiration that all those who play a role in the lives of children and young people are enabled to prevent and respond effectively to incidents of bullying behaviour. Getting it right for every child (GIRFEC) in East Ayrshire ensures that the child and their family are at the centre of policy and practice and that the views of the child, young person and their parents/carers are sought, listened to and taken into account when decisions are being made.

Policy statement purpose

This document builds on East Ayrshire's Respect for All Anti-bullying Policy and outlines the steps that will be undertaken in Newmilns Primary and Early Childhood Centre to provide guidance to staff, parents/carers and children on the prevention and management of bullying behaviour to make learning settings safe, respectful and positive environments where bullying behaviour is never acceptable.

Raising awareness and prevention

Staff and Volunteers

In addition to promoting and role modelling positive relationships and positive behaviour, all staff and volunteers in Newmilns Primary and Early Childhood Centre with a responsibility for children will participate in the training and development listed below:-

- Free training for adults who work with children and young people is also available from Respect Me, Scotland's Anti-bullying Service.
- Regular collaboration and support in respect of our Positive Relationships and Behaviour Policy and Anti Bullying Policy and Procedures.
- Opportunities to attend appropriate training provided by East Ayrshire Council in the area of positive behaviour, anti bullying and equalities.

Pupils

In Newmilns Primary and Early Childhood Centre we actively, openly talk about and discuss bullying behaviour. Listed below are the strategies / resources which will be used to raise the children's awareness and prevent bullying:-

- East Ayrshire Health and Wellbeing Programme
- Building Resilience
- Zones of Regulation
- Teacher/Practitioner led lessons and activities
- Assemblies

Recording and monitoring strategies

In Newmilns Primary and Early Childhood Centre incidents of bullying are recorded and monitored, in accordance with the guidance in East Ayrshire Respectful Relationships Policy, in the SEEMIS Bullying and Equality Module.

Reporting and feeding back about bullying incidents

In Newmilns Primary and Early Childhood Centre children, staff and parents will be made aware of the friendly, confidential and safe ways to report bullying behaviour:-

Pupils:- Ways to report bullying behaviour:-

- Through conversations with parents, who can report on behalf of children.
- Speaking to trusted adults in the school whether speaking on behalf of themselves or others in need of support. Knowing that this information will be shared with Senior Early Years Worker, Principal Teacher or Head Teacher.
- Writing a note to a trusted member of staff asking for help and support.

Parents:- Ways to report bullying behaviour:-

- Making contact verbally to school staff, who will share the information with Senior Early Years Worker, Principal Teacher or Head Teacher.
- Emailing Head Teacher directly: jillian.mccracken@eastayrshire.org.uk

Staff:- Ways to report bullying behaviour:-

- Verbally sharing concerns with Senior Early Years Worker, Depute Head or Head Teacher.
- Completing a referral form with details and passing to Senior Early Years Worker, Depute Head or Head Teacher.

In Newmilns Primary and Early Childhood Centre the Head Teacher or person nominated by her, will be responsible for ensuring all parties are actively informed of progress made.

Children / young people's views on respectful relationships

We have included and consulted our children / young people in the creation of this statement and some of their comments are shown below:-

*“Head Teacher deals with bullying”
“Have more adults in the playground”*

“Information is on the website and displayed in the school”

Parent’s views on respectful relationships

We have included and consulted our parents in the creation of this statement and some of their comments are shown below:-

"The focus is on respect & Good communication with parents"

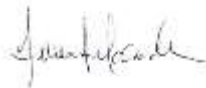
"We have fortunately never needed to use anti bullying protocol"

"They communicate well with parents"

“Information is displayed in the school and on the website with regards respectful relationships”

Policy statement reviewed date (May 2023)

Head Teacher Signature:



Date: May 2020

Appendix 2

Respect for All – Curriculum for Excellence

Pupils and Learners

Within Curriculum for Excellence, Health & Wellbeing is a core element and is regarded, alongside Literacy and Numeracy, as being the 'responsibility of all'.

In practice this means that all practitioners, regardless of their specialist subject area, will have a role in:

- establishing open, positive, supportive relationships across the learning community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives;
- promoting a climate in which children and young people feel safe and secure;
- modelling behaviour which promotes health and wellbeing and encourages it in others;
- using learning and teaching methodologies which promote effective learning, and;
- being sensitive and responsive to the wellbeing of each child and young person.

Within Curriculum for Excellence there are specific Health & Wellbeing outcomes which children and young people would expect to achieve as part of their learning experience.

Those of key relevance to the implementation of this Respectful Relationships policy and provide learning opportunities for children and young people to understand the purpose and implications of this policy are listed below.

Mental & Emotional Wellbeing

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB (0-4)-05a**

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. **HWB (0-4) – 06a#**

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB (0-4) – 07a**

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB (0-4) – 08a**

Social Wellbeing

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB (0-4) – 09a**

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. **HWB (0-4) –**

Physical Wellbeing

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB (0-4) – 16a**

Relationships

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. **HWB (0-1) – 44a**

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB (0-1) – 44b**

I am aware the positive friendships and relationships can promote health and the health and wellbeing in others. **HWB2 –44b**

I understand and can demonstrate the qualities and skills required to sustain different types of relationships. **HWB (3-4) – 44b**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB (0-4) – 45b**

I recognise that we have similarities and differences but are all unique. **HWB 0 – 47a**

Technology

I am developing my knowledge and use of safe and acceptable conduct as I used different technologies to interact and share experiences, ideas and information with others. **TCH (1-2) – 08a**

Appendix 3 Respect for All – Equalities

Additional Considerations

Bullying behaviour is complex. It should be remembered that the incident being reported as bullying behaviour may require consideration of other factors, in particular:

- Child Protection
- Violence
- Criminality – including Hate Crime
- Equalities and prejudice

To ensure the effective and safe support to individuals involved in bullying incidents, learning settings are required to consider the circumstances in which the involvement of the following people would be essential:

- Police Scotland;
- Lead officer for child protection and;
- Local authority Corporate Equalities Officer.

Child Protection

If the bullying behaviour experienced by the child or young person gives cause for concern of significant harm then the learning setting must engage and consult with social work services or the educational services lead officer for child protection. This may be associated to violence, trauma, persistent abuse, threats, coercion etc.

Violence and Aggression

When responding to reports of bullying behaviour of an aggressive or violent nature staff should make learners and parents (when the child or young person has given active consent) aware of their right to contact the Police.

If the nature of the behaviour is also characterised by the following definition:

“Any incident in which a pupil is seriously abused, threatened or assaulted by a pupil or any other person in circumstances arising out of school activities. This includes physical attack and threatening behaviour with or without a weapon and intentional damage to personal property” then the learning setting should record the incident on SHE.

Equalities: Consideration of Circumstances related to Protected Characteristics

When responding to reports of bullying behaviour which is characterised by the protected characteristics of the Equalities Act (2010) staff should make learners and parents aware of their right to contact the Police to report a Hate Crime.

- Disability
- Sexual orientation
- Sex
- Gender reassignment/transgender
- Race
- Religion and belief

In all instances the learning setting will consult with and seek guidance from the Police Scotland Campus Officer or the Local Authority Liaison Officer. The learning setting may also want to consult with the Corporate Equalities Officer.

Disability – including Learning Disability

Disablist Bullying is the term used to describe the bullying behaviour of someone based on their physical, mental or learning disabilities or perceived disability. People who display bullying behaviour may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying behaviour.

Examples of this bullying behaviour may include:

- name calling;
- taunting others because of their disability or learning needs;
- taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying;
- taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues;
- mimicking a person's disability; and setting others up for ridicule.

Staff should make learners and parents (when the child or young person has given active consent) aware of their right to contact the Police to report a Hate Crime.

When necessary the learning settings should seek to signpost the child/young person to specialist support services, having sought the consent of the child/young person to share this information.

Sexual Orientation, Sex, and Gender Reassignment

When responding to reports of bullying behaviour which have been characterised by prejudice of sexual orientation, sex, or gender reassignment specific considerations should be made. It is important to distinguish this bullying behaviour, from those which are sexually aggressive or violent (see Child Protection).

Examples of this bullying behaviour may include:

- sexualised name calling;
- spreading rumours about sexual activity;
- spreading rumours about sexual orientation;
- using the word gay to mean substandard or negative

Staff should make learners and parents (when the child or young person has given active consent) aware of their right to contact the Police to report a Hate Crime.

When necessary the learning settings should seek to signpost the child/young person to specialist support services, having sought the consent of the child/young person to share this information.

LGBT Bullying Behaviour

Homophobia is the dislike, fear or hatred of lesbian, gay and bisexual people.

It is also often used to describe prejudice towards transgender people. Homophobic bullying behaviour is when a young person's actual or perceived sexual orientation/gender identity is used to exclude, threaten, hurt or humiliate. It can also be more indirect: homophobic language and jokes can create a climate of homophobia which indirectly excludes, threatens, hurts or humiliates.

Race

Racist bullying can be very complex, rooted in historic cultural problems or current events, and not apparent to outsiders. Racist bullying is a term used to describe prejudicial bullying based on someone's race or ethnicity or someone's perceived race or ethnicity. Children from ethnic minorities are more likely to experience bullying behaviour. The impact of racist bullying can go far beyond the individual person. This bullying behaviour can impact on their family and others perceived to be from the same or similar group. For example, children and young people from Gypsy/ Traveller communities frequently report racial bullying behaviour. Racist bullying can take a variety of forms.

Verbal abuse includes name calling, offensive mimicry of accent and/or pretending not to understand what is said. Mockery and mimicry may extend to dress, religious observance, diet and country of origin or perceived country of origin.

Non-direct bullying behaviour may include graffiti, vandalism of property, flaunting of racist badges, slogans, leaflets etc.

Examples of this bullying behaviour may include:

- physical assault because of colour ethnicity or nationality;
- use of derogatory names, insults and racist jokes;
- racist graffiti and other written racist material;
- provocative behaviour such as wearing racist badges or insignia;
- verbal abuse and threats;
- ridicule of an individual for cultural difference e.g. food, music, religion, dress etc; and
- refusal to co-operate with other people because of their colour, ethnic origin, or nationality

Staff should make learners and parents (when the child or young person has given active consent) aware of their right to contact the Police to report a Hate Crime. When necessary the learning settings should seek to signpost the child/young person to specialist support services, having sought the consent of the child/young person to share this information.

Religion and Belief

Bullying based on religion is directed against individuals and groups because of their actual or perceived religious belief or their connection with a particular religion or belief. Examples of this bullying behaviour may include:

- targeted because of the religion of a friend or family member, or because they are wrongly assumed to belong to a particular faith community, due to their appearance.
- as well as religious intolerance and bullying behaviour between one faith against another,
- bullying behaviour can also occur because of differences (or perceived differences) between
- different denominations or sects within the same faith, e.g. between Catholic and Protestant Christian. Sectarianism and religious intolerance put children and young people at greater risk of bullying directly and indirectly.

Staff should make learners and parents (when the child or young person has given active consent) aware of their right to contact the Police to report a Hate Crime.

When necessary the learning settings should seek to signpost the child/young person to specialist support services, having sought the consent of the child/young person to share this information.