

Anti-bullying at Carolside



Rationale

Scotland's Vision of anti-bullying for children and young people is as follows:

“Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards.”

(Scottish Government, 2010)

Aims

“...all those working or involved with children and young people will aim to:

develop positive relationships amongst children, young people, and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing.

build capacity, resilience and skills in children and young people, and parents and carers, to prevent and deal with bullying.

prevent bullying of children and young people through a range of policies, strategies and approaches.

support children, young people and their parents and carers who are affected by bullying.”

The Rights of the Child

Pertaining to incidents of bullying behaviour, there are many relevant rights of the child under the UNCRC, including the right to:

- Have their best interests held as a primary concern.
- Have their rights respected, protected, fulfilled and taught.
- Express their views in any decision making processes about them.
- Develop the responsibility to respect the rights, freedoms and reputation of others.
- Information that is important to their health and well-being.
- A safe environment and protection from all forms of violence, abuse and neglect, including physical or mental mistreatment or hurt.
- Education in an environment where their dignity is respected, where disciplinary measures are free from physical or mental violence, abuse or neglect, and where their personality, talents and abilities are developed to their full potential.

Carolside Primary has achieved Level 1 of Rights Respecting Schools Award and will be accredited for RRS Level 2 in March 17.

What is bullying behaviour?

“Bullying is not about just any kind of injury, nor just any negative impact. It involves a particular kind of harm. It is aimed at engendering a kind of helplessness, an inability to act, to do anything. It is an assault on a person’s agency...”

Sercombe and Donnelly (2013)

- Falling in and out of friendships is a normal part of growing up; however, this is distinct from bullying behaviour which is never acceptable.
- Bullying behaviour can be expressed through physical, emotional, verbal or intimidatory behaviour or in the form of marginalisation.
- People can also experience bullying behaviour on the grounds of age, race, gender, sexual orientation, disability, socioeconomic status, nationality, religion or other real or perceived difference.

What does this look like?

Bullying behaviour can include:

- Being called names, teased, put down or threatened
- Being hit, tripped or kicked
- Having belongings stolen or damaged
- Being ignored, left out or having rumours spread about you
- Receiving abusive text messages or e-mails
- Being forced to do things against your will
- Being targeted for who you are or who you are perceived to be

Prejudiced based bullying

Prejudice Based Bullying (in alphabetical order)

- *Asylum Seekers and Refugees*
- *Body Image*
- *Disablist*
- *Homophobic*
- *Looked After Children*
- *Racial Bullying*
- *Sectarianism, Religion and Belief*
- *Sexism and gender*
- *Social and Economic Prejudice*
- *Young Carers*

Cyberbullying

The following information is reproduced courtesy of *respectme*, Scotland's Anti-Bullying Service, website – www.respectme.org.uk. **The advice is directed to parents but gives suggestions that are also helpful in a school context.**

Online bullying or cyberbullying is often the same type of behaviour as other bullying; for example name-calling, spreading rumours and leaving people out; but it takes place online, on social networking sites, in chatrooms, and via mobile technologies, online gaming and instant messaging platforms.

For children and young people, the internet is a place, not a thing. It is a social space where they can 'hang out' and meet friends. Like any place children and young people go, there are benefits and risks. Adults need to be as engaged with children and young people about where they go online as they are when they go into town or to any other 'real' physical place.

What do we do?

- investigate thoroughly all allegations of bullying behaviours
- adopt a restorative approach to help build relationships between pupils who may have been involved in experiencing or displaying bullying behaviours
- record and report to parents our findings and supports put in place
- ‘buddying’ or mentoring systems peer mediation
- provide systems which identify potentially vulnerable pupils and take steps to remedy this as in A Circle of Friends
- encourage resilience through H&WB curriculum
- intensive focus on anti-bullying during Term 1 of each session
- involvement of our Pupil Council
- class Circle Times by teachers and senior managers
- create anti-bullying campaigns, posters, assemblies, bookmarks
- encourage pupils to report incidents of bullying behaviour
- use “worry” boxes, time to talk and other discreet methods.

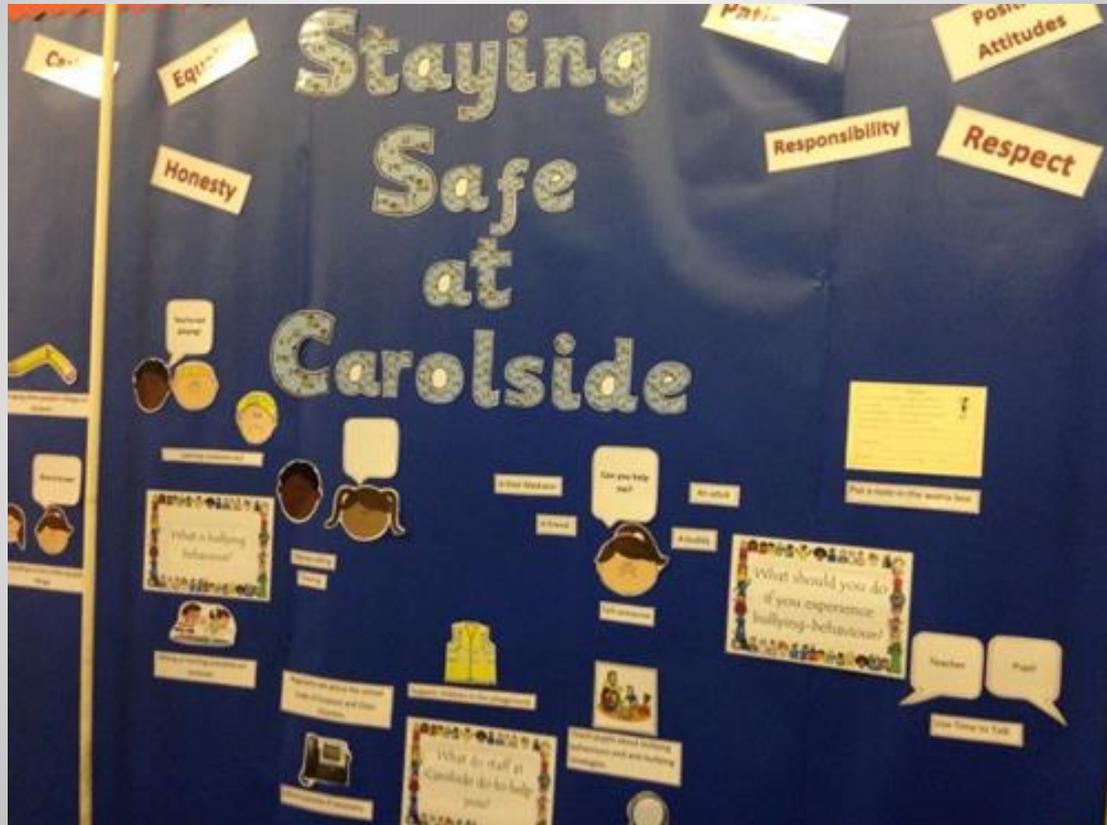
Wall Displays – main entrance



Nursery



Downstairs corridor



Upstairs corridor



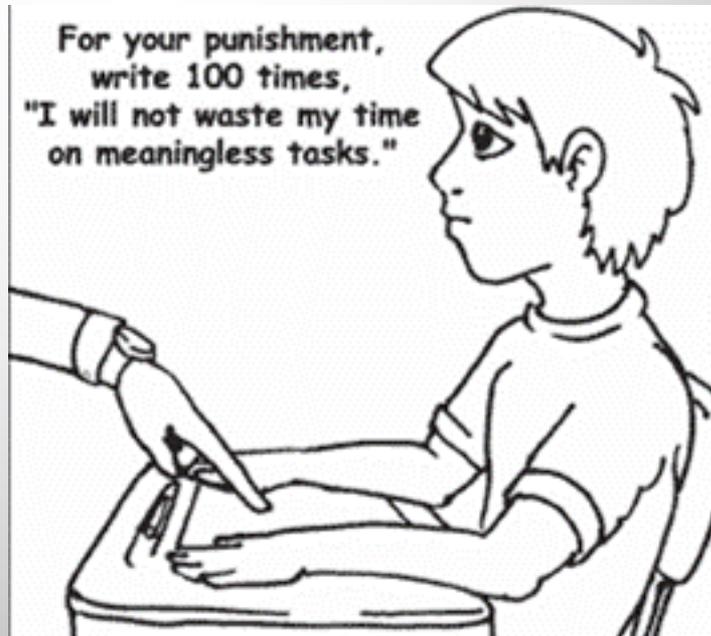
East Renfrewshire Support and Protection Review November 2015

Nurtured

Following an audit with staff, pupils and parents, a whole school nurturing ethos where pupils are valued, included and supported to achieve their potential had been further developed. Pupils felt confident to approach staff and there were very good systems in place to support this including 'Time to Talk'. In questionnaires, almost all pupils reported that they had adults they could speak to if they were upset or worried about something and that the school was helping them to become more confident. Relationships among pupils and between pupils and staff were of a very high quality. Staff interactions with pupils at all levels were caring and supportive. The behaviour of pupils in the classroom and the wider school was exemplary; pupils were highly motivated and engaged in their learning which contributed to the positive learning environment. Older pupils worked with nursery pupils through story reading and mentored them when they entered primary. All children accessed trips with their class or stage and there were discreet means of ensuring any financial difficulty was overcome. All staff were vigilant in noting children who may be at a disadvantage or where they were not part of a group.

Reflections

- Reflect on the approaches to discipline you experienced when you were at school.
- How do these compare to approaches used in schools today?



What makes dealing with behaviours challenging?

- The context
- Perceptual differences
- Our own social and emotional histories

What are the functions of behaviour?

- Behaviour is **learned**
- Behaviour is a form of **communication**.
- To communicate:
 - » Emotional state
 - » Need for attention
 - » Need for interaction
 - » Need for comfort/human contact
 - » Physiological state e.g pain, discomfort

Introducing Restorative Approaches

- To better *educate* children and young people towards self-directed, positive behaviour
- To better *promote, nurture* and *protect* healthy relationships among members of the school community
- To better hold children and young people (and adults) accountable for the *real consequences* of their actions
- Focuses on **building** and **repairing** relationships

...rather than...

managing and controlling behaviour.

Restorative Conversation: The Process

Five Gateway Questions

- Tell me what happened?
- What were you thinking?
- How did you feel?
- Who else has been affected?
- What do you need?