

# Kirkhill Primary School

## Anti-Bullying Policy



#PROUD Perseverance Resilience and Respect Optimism Unity Diversity

# Contents (Updated 2022)

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## Background

In line with East Renfrewshire Council's guidelines our aim is to create an environment where bullying cannot thrive, we support ERC's aim to promote a culture of positive behaviour and respectful relationships in our school.

If parents or carers ask to see the school's anti-bullying policy, we should offer them both the East Renfrewshire Council Policy and the Kirkhill Primary School policy.

The Head Teacher will have overall responsibility for preventing and responding to bullying behaviour by creating a culture of positive behaviour and respectful relationships as well as ensuring that all staff have a clear understanding of the anti-bullying policy and their roles and responsibility in relation to this. The Depute Head Teachers in conjunction with the Head Teacher will ensure that incidents of bullying behaviour are dealt with swiftly and the appropriate actions are taken.

## What is bullying?

We recognise that bullying has a different kind of impact from other behaviour, it affects how children see themselves and the choices they can make. Children who are bullied feel unsafe and other people affect the things they feel they can do. At Kirkhill Primary School we define bullying 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."<sup>1</sup>

This behaviour can harm people physically or emotionally. While the behaviour may only happen once, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- Verbal - Name calling. Teasing. Put downs. Threats. Swearing. Being rude.
- Controlling - Being targeted in person or on line. Having belongings taken or damaged.
- Physical - Hitting. Kicking. Pushing. Tripping. Hand Gestures.
- Indirect - Being ignored or left out. Having rumours spread.
- Online - Being sent abusive content on social media or gaming, phone calls, voice clips.
- Online – Image manipulation, posting embarrassing content without permission – pictures, videos or text.

Pupils at Kirkhill have explored this definition and agree that it is what we should use. Parents and carers were also consulted on this and agree with the definition.

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. Prejudice-based language and behaviour will always be challenged at Kirkhill.

## Children's Rights

Children have the right to be safe. Children's Rights sit within a document called the United Nations Convention on the Rights of the Child UNCRC. The UNCRC has 54 articles that cover all aspects of a child's life and sets out rights that all children everywhere are entitled to. This includes the right to be safe, the right to an education and to have your views taken into account.

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<sup>1</sup> Respectme, Scottish Government 2017

Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. We will make sure that our anti-bullying work at Kirkhill is informed by the UNCRC and that our staff and pupils are aware of Children's Rights. Some particularly relevant rights are:

**Article 14:** Children have the right to think and believe what they want and to practise their religion as long as they are not stopping other people from enjoying their rights.

**Article 19:** Children have the right to be protected from being hurt and mistreated, physically or mentally.

**Article 29:** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others' human rights and their own and other cultures.

Our school vision, to encourage the development of the personality, talents and mental and physical abilities of the young person to their fullest potential, is built upon the articles from the UNICEF Convention on the Rights of the Child and embodies the Scottish Government's approach to Getting it Right for Every Child which has the wellbeing of all children and young people at its heart. In Kirkhill, we therefore take every opportunity to consider the individual needs of all pupils based on the wellbeing indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

### Creating an environment where bullying behaviour cannot thrive

Our vision;

**At Kirkhill we are #PROUD of our school community. Everyone is encouraged to be creative, strive for excellence and be inspired to attain and achieve and be their best.**

Our values at Kirkhill Primary underpin all the work we do here including anti-bullying. Our shared values are important qualities we aim to develop in all our pupils.

**At Kirkhill we are #PROUD and empowered to demonstrate our values of**

**Perseverance**

**Resilience and Respect**

**Optimism**

**Unity**

**Diversity**

A number of things help make up the right kind of environment and ethos and at Kirkhill we do many things to create this – we have achieved awards that ensure that the four capacities contained in Curriculum for Excellence are very evident in the life of the school.

- We support children to develop positive relationships, social skills and emotional literacy
- We are developing resilience and bounce back within our school
- Themed monthly assemblies
- School workshops and events to continue to remind everyone of strategies
- We have consulted parents, carers and pupils on this policy
- We will implement highly effective and consistent practices to address and prevent bullying behaviour across all contexts of our school
- We will address and challenge all aspects of prejudice and discrimination to ensure that all types of prejudice-based bullying are managed equally (including bullying based on the protected characteristics as outlined in the Equality Act 2010)
- Staff trained in de-escalation strategies
- Holistic approach through whole school planners which incorporate the wellbeing indicators and UNCRC

- Use of Bounce back throughout the school – focusing on wellbeing and resilience
- Staff and pupils aware of and engaged in using the wellbeing indicators – pupils termly complete a wellbeing matrix
- All classes create a class charter at the start of the session
- Pupil voice through school committees
- Peer mediators for playground
- Primary 7 Buddies to support younger pupils
- Internet safety CEOPS programme
- Outdoor Learning
- We have strong links with community police and our wider community
- We have Health Promoting School accreditation
- We have a Rights Respecting School Gold Award
- We achieved Sport Scotland Gold School Sport Award
- We have achieved silver family friendly status

### Responding to Bullying

If a pupil is concerned about bullying, they can approach their teacher and share this. If they are not confident to talk to their teacher, they can approach any teacher or member of staff they feel comfortable talking to. They can tell a parent, grandparent or carer who can share this with the school.

Children should also be signposted to Childline (0800 1111) as they may value the chance to chat to someone who does not know them as a way of coping.

We know that bullying is made up of both behaviour and impact, when investigating and responding to concerns about bullying, we will always look at both behaviour and impact.

Staff at Kirkhill Primary School will always ask –

What was the behaviour?

What impact did it have?

What do I need to do about it?

We will always ask children who are being bullied what they would like us to do as well and ensure they can influence the direction we take to support them and their families.

We know that sometimes hurtful behaviour or words can have no impact. At Kirkhill Primary, unkind behaviour, harmful or prejudiced-based language will always be challenged no matter what impact it has.

Our pupils also told us that sometimes a person can feel bullied, but they have not been, sometimes children can over react to low level behaviour. We will always deal with how a child feels regardless of the behaviour.

Our approach at Kirkhill is to explore behaviour and impact, and to respond appropriately to both.

Pupils value choice when responding to bullying. It is our role as adults to explore their options and choices and to find a route that works for them. Some children will prefer to talk about how they feel, some may draw or explore it in other ways, some cope through art, drama and sports.

Some will cope better than others with behaviour and may be able to use verbal skills more than others. It is through exploring what they feel works for them that we find solutions and help children regain a sense of control and influence over how they feel.

When bullying is identified the following steps will be followed:

- A member of the leadership team will speak with the child(ren) affected by the bullying



- Once the leadership team member has investigated the incident of bullying they will contact the parents of the child to update them on support given and actions taken.
- The member of the leadership team will keep regular contact with the parents of the children involved.

### What can Pupils expect at Kirkhill Primary School?

Pupils can expect -

- To be treated fairly
- To be safe and to be themselves
- To be listened to and involved and asked about what is happening to them
- That bullying will never be ignored
- Children who are bullied will not be kept in at break or have reduced access to the playground.
- To be supported and helped when bullied, we will always address the impact of bullying and support children and their families to feel safe and that children who are bullied are helped to feel like themselves again. We will monitor this in an ongoing basis and recognise the impact of bullying can continue after incidents have been resolved.

### Children who have bullied others can expect

- That there are consequences for bullying other pupils. These will vary in severity depending on each situation and how well they have responded to initial responses.
- As a Nurturing School, we understand that all behaviour is communication. We need to help children and young people who are experiencing bullying behaviour by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We will challenge prejudice and offer the opportunity to learn and change behaviour.
- In line with the feedback from parents and carers we recognise that those who are bullying should get support from both parents and the school and that bullying behaviour should be dealt with fairly and consistently. Our parents and carers told us that bullying was a very serious issue but recognised that exclusion is not always the answer, and many felt it was only ever appropriate as a 'last resort'.
- We will not label children wherever possible – we shall instead focus on labelling the behaviour and helping them change that.
- Depending on severity reduced time in the playground and increased supervision.

### Pupil feedback

In a 2019 survey with pupils 81% of the pupils at Kirkhill agreed that the school deals with bullying and 88% of pupils agreed that they felt safe in school.

### What can our Parents and Carers expect?

As part of this policy development process we spoke to parents and carers and they told us that partnership with the school was vital. When asked about the role they can play, most parents and carers told us that communicating with their children was a key role they can play in preventing and responding to bullying.

The vast majority of our parents and carers indicated that they are confident the school will deal with bullying effectively. Parents and carers can continue to expect an open and ongoing partnership with the school.

Parents will be informed when there are concerns about bullying. The school will investigate these first and make a judgment on the severity of the behaviour and the impact before contacting parents or carers.

We asked our pupils about what advice and guidance we should give to parents and carers on responding to bullying. The pupils know it is an emotional issue and that it can make parents and carers upset and angry. They stated consistently across the school that they would like parents not to over react and to listen resist the temptation to 'jump in'.

As a result of this clear feedback from pupils, we ask all adults - school staff and parents and carers, to be mindful of how their response can help a child feel listened to, included and safe.

Bullying behaviour can also happen online. We strongly encourage parents and carers to monitor their child's use of technology and ask them to challenge any negative usage as well as support their child if they are receiving bullying messages by ensuring social media accounts are private and have appropriate age restrictions in place.

### Monitoring and Recording Bullying

In line with East Renfrewshire Council guidelines, all incidents assessed as bullying will be recorded on SEEMIS, our electronic management of information system, within the Bullying & Equalities module. East Renfrewshire Council advises that staff should use their professional judgement when deciding what to record on SEEMIS.

Not all disagreements between children are necessarily bullying and it is recommended that staff should consider behaviour and impact before deciding if it is bullying and whether it should be recorded.

The purpose for recording is for schools to learn about what kind of bullying is happening in their establishment and to identify if there are trends or issues which require addressing. To this end, recording is an improvement tool.

When recording bullying incidents, the following information must be included:

- The children and young people involved as well as other adults
- The type of bullying experienced – name calling, threats or rumours etc.
- Any underlying prejudice including details of any protected characteristics
- The impact of the bullying incident, including consideration of personal or additional support needs and wellbeing concerns and
- Actions taken including resolution at an individual or organisational level.

### Training for pupils staff and parents

All staff at Kirkhill have had training on this approach to anti-bullying. We will endeavour to make sure that we provide opportunities throughout the school year to train pupils, staff and parents and keep them up to date with our approaches.

Anti-bullying education will be a key part of our Health and Wellbeing programme and pupils will be taught strategies as part of our Bounce Back and Health and Wellbeing programme.

### Review

This policy will be reviewed annually to ensure that we meet the needs of all of our learners.

## Resources to support families

	<p><b>Respect Me</b>  <b>Scotland's Anti-Bullying Service</b>  <a href="https://respectme.org.uk/">https://respectme.org.uk/</a></p>
	<p><b>Anti-Bullying Alliance</b>  <a href="https://www.antibullyingalliance.org.uk/tools-information/advice-parents/interactive-anti-bullying-information-tool-parents-and-carers">https://www.antibullyingalliance.org.uk/tools-information/advice-parents/interactive-anti-bullying-information-tool-parents-and-carers</a></p>
	<p><b>Safer Internet</b>  <a href="http://www.saferinternet.org.uk/advice-and-resources/a-parents-guide">http://www.saferinternet.org.uk/advice-and-resources/a-parents-guide</a></p>
	<p><b>Child Net</b>  <a href="http://www.childnet.com/KIA/">http://www.childnet.com/KIA/</a></p>
	<p><b>Think u Know (CEOP)</b>  <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a></p>
	<p><b>Parent Port</b>  <a href="http://www.parentport.org.uk/">http://www.parentport.org.uk/</a></p>





**BBC Webwise**  
<http://www.bbc.co.uk/webwise/0/>



**NSPCC Share Aware**  
<http://www.nspcc.org.uk/shareaware>

## Gaming and other related links

- [www.askaboutgames.com](http://www.askaboutgames.com)
- [www.childnet.com/parents-and-carers/hot-topics/gaming](http://www.childnet.com/parents-and-carers/hot-topics/gaming)
- [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety) - NSPCC's Share Aware campaign provides information about popular social media sites, apps and games.
- [www.saferinternet.org.uk](http://www.saferinternet.org.uk) – Guidance regarding parental controls and devices
- [www.internetmatters.org](http://www.internetmatters.org) – Information from the four largest internet service providers
- [www.getsafeonline.org](http://www.getsafeonline.org) – Free up-to-date security advice including using complex passwords and managing hacked accounts
- [www.commonssensemedia.org](http://www.commonssensemedia.org)