

# Crossgates Nursery & Primary School



## Better Relationships (including anti-bullying) & Care and Welfare Policy and Procedures

Reviewed	September 2018	Feb 2019	March 2020	August 2020	August 2022	November 2023
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## Better Relationships & Care and Welfare

### **Introduction**

At Crossgates we continually strive to build healthy and positive relationships between all stakeholders. Within the school, a nurturing and calm ethos underpins our strong school values and expectations to ensure our children are emotionally resilient, confident and well prepared to meet the challenges of growing up in the 21<sup>st</sup> Century.

### **Rationale**

Positive and supportive relationships are developed at Crossgates to improve emotional, mental, social and physical wellbeing ensuring that we are endeavouring to get it right for every child within the school community. It is vital that we are preparing children beyond the school gates, and provide them with the necessary tools to thrive in society. The school has a nurturing welcoming environment, providing a variety of opportunities and experiences for the children to improve their own emotional wellbeing and build resilience. Examples of these opportunities include mindfulness, outdoor learning and residentials, lego therapy, family engagement, circle groups, committees and P.E teaching and learning experiences. In 2022 the whole school will be starting a 3 year journey to work on and embed the Emotion Works program.

The Crossgates school values and expectations underpin everything we say and everything we do. We want our learners to be respectful, responsible, honest, show teamwork and kindness as they strive to fulfil their potential. However, it is the role of the adults to facilitate the breaking down and removal of emotional and physical barriers that prevent children from being the best version of themselves that they can be.

All the staff within the school from the janitor to the Head Teacher take an active role to promote positivity to ensure a nurturing approach. Staff are informed and capable in dealing with conflict and challenging behaviour in a calm restorative manner. Staff listen and value what the children say and encourage them to consider and value other's perspectives, demonstrate respect for their self and others, be honest and show tolerance and trust. The language of the school values underpin classroom and playground conversations, providing a cornerstone for dealing with conflict and negativity. It is important that staff develop approaches that ensure positive emotional wellbeing and provide the children with tools to tackle challenges and issues with increasing independence.

### **Aims**

- Develop healthy and positive relationships which improves emotional and physical wellbeing both in and out of school.
- Recognise the contribution of all stakeholders in creating a caring, nurturing and welcoming environment which supports and encourages a high standard of learning and teaching, respect and responsibility.
- Recognise the importance of all stakeholders in removing emotional and physical barriers that prevent learners fulfilling their own potential.
- Develop life skills, resilience, problem solving skills and coping strategies that enable the children to become successful learners, confident individuals, responsible citizens and effective contributors adding value to their own individual life experiences.

- Cultivate and encourage individuals to take responsibility for own actions, consequences and decisions and recognise the impact they have on themselves and others.

### **How do we achieve these aims?**

- Senior Leadership Team and all staff are fully committed in achieving the best for the children within our care and lead by example.
- School values and expectations are reinforced at all stages and parents/carers are encouraged to recognise their importance in their child's Crossgates journey.
- Children are encouraged to show kindness and empathy to themselves and others in the classroom, playground and other areas of the school.
- Staff, parents/carers and children treat each other with respect, valuing and being tolerant to the perspective of others.
- Fair, equitable and consistent systems and processes are in place to deal with critical incidents or challenging behaviour
- Every member of staff takes responsibility for building positive and nurturing relationships and ensures all care and welfare issues are recorded and reported to SLT. Staff will receive feedback on any issues that they record or report.
- Children are encouraged to take responsibility for their actions and find a meaningful and purposeful resolution to negativity, issues or conflict.
- Partnership with outside agencies, cluster schools and the high school.

### **What makes us a nurturing and caring school?**

- We are continually working on healthy emotional and social relationships between all stakeholders in the school community, i.e., positive interactions between adults/adults; children/children; adults/children.
- Delivering high quality differentiated learning and teaching experiences is fundamental to meet individual children's needs and ensure the best outcomes for all our children.
- Equity is encouraged and valued by all stakeholders.
- All staff, parents and children have opportunities to be involved in decision making in the school. From classroom charters and play development to Little Voices, focus groups and Junior Leadership Team, children's voices are respected, valued and part of the decision making process.
- The Our Minds Matter Wellbeing Ways are used to promote positive emotional wellbeing are embedded into our school practice.
- Emotion works is being implemented from nursery to P7 with all staff involved
- All classes are involved in a progressive outdoor learning pathway, culminating in P5-7 residential experiences. All P4-P7 children have had the opportunity to participate in outdoor learning this session. This promotes emotional resilience, co-operation, communication and overcoming challenges for all.
- Celebrating success and differences is a vital part of our school identity. The children feel valued through home and school successes celebrated at weekly assemblies. The children are encouraged to see success in their everyday learning and teaching experiences and develop next steps in their learning that are meaningful to them.

- The content of assemblies deals with a wide range of discussions, developing a understanding of what it means to be a responsible citizen, confident individual, effective contributor, successful learner and develop resilience.
- Identified children with emotional, social or academic barriers work with staff in circle groups and lego groups to improve their life skills.
- Support for Learning teacher works with staff to support children who require help to access the curriculum.
- Raising attainment groups support targeted children who have barriers to their own individual success and learning.
- Learner participation is encouraged across the school and committees meet regularly to develop community links, promote H&WB, Enterprise and environmental concerns.
- A 'buddies' system supports Nursery to P1 transition and the development of playground social skills is provided through Helping Hands. The children regularly use the Buddy Bench outside to develop friendships.

### **Responsibility of staff**

- Staff should develop positive and meaningful relationships with the children in their class and those within the school community, so the children feel able to approach and speak to any staff member with concerns they have and know their concerns will be valued.
- All adults working/volunteering in school are expected to treat all children, parents/carers and other adults fairly and consistently, in a calm and nurturing manner.
- Expectations, level of support provided, along with planned learning and teaching will be appropriate to each child's age and stage of development.
- Staff should facilitate the removal of emotional, social and physical barriers that prevent a child fulfilling their potential.
- Low level to challenging classroom behaviours or other difficult issues will be resolved through the use of the restorative discussions identifying cause and consequences to ensure that they don't happen again.
- SLT is involved for more serious incidents or earlier if needed.
- Teachers, children and support staff should establish their own set of classroom expectations (Class Charter) co-operatively and promote whole school values and expectations.
- The Our Minds Matter Wellbeing Ways and Emotion Works should be embedded to support children with challenges and develop solution based strategies.
- Children and staff should regularly reflect on their behaviour and class management to ensure they are meeting the needs of the children that they work with.
- Staff should have an understanding of child development and the variety of factors that may impact of their education and life. Adverse Childhood Experiences (ACES), social media issues and attachment disorder should be considered and reflected upon by all staff.

## Responsibility of Children

- Children are expected to treat themselves, others and staff with kindness and respect at all time.
- If a child has a concern, they should feel able to approach any staff member and feel valued and listened to. A restorative resolution should be agreed by all parties and necessary support given by staff to ensure the child gets there.
- Children should identify and label their feelings, so that the necessary support can be given or if they require a quiet, calm space, they should be allowed to go there until they are more open to learning.
- Children should engage in all teaching and learning experiences and inform staff when they find things challenging, so the correct and appropriate supports can be put in place.
- Children are expected to make the right choices and be honest in how they are feeling.
- Children should never feel intimidated or undervalued by anyone within the school community. The expectation is children never lift their hands, feet or voices to others.
- Children should try to find their own independent solutions to solve problems in the playground.
- Children demonstrate a growth mindset and never give up attitude to their learning.
- Children work co-operatively with a variety of different children and groups to develop their emotional and social skills to ensure the best outcome for all.
- Children are encouraged to deal with issues in a calm way.

## Responsibility of parents

- Adults in school are expected to treat all children, staff and other adults with respect.
- Parents/carers will talk to their child about their learning and share their individual progress in learning journals, identifying successes and areas for development.
- Parents/carers can participate in the principles of Our Minds Matter and Do-Be Mindful.
- Parents/carers are expected to discuss any issues or challenges with their child and the school at the earliest opportunity.
- Parents/carers are given opportunities to identify what they consider is going well at Crossgates and improvements through annual surveys, Parent Council, PTA and parent's evening.

## Anti-Bullying Policy & Procedures

Fife Council Education and Children's Services Directorate and its schools share a strong commitment to the personal and social well-being of children. We aim to provide community, social and learning environments free from any threat or fear, as a matter of right and as a prerequisite to effective learning and development.

We fully recognise the damage which bullying can do to young people's lives - both those who bully and those who are bullied - in the short and long-term. We are therefore committed to reducing and preventing bullying across Crossgates Primary School and providing appropriate support when bullying does occur.

For the purposes of this policy we define bullying as behaviour, which may or may not, be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life. Bullying may take many forms, including verbal, physical and social behaviour and increasingly it may involve the use of technology, such as mobile phones or computers. It is likely to be associated with a power difference between those who bully and those who are bullied, to lead to hurt, fear and anxiety and is often the result of a difference, perceived or real.

In addressing the issue of bullying we recognise that children and young people will naturally fall in and out of friendships in the course of growing up. Such difficulties, disagreements or conflicts might be relatively minor and short-lived but at other times may lead to serious conflict requiring direct intervention to ensure resolution. At whatever level such conflict occurs it is important to distinguish it from bullying and to ensure that children and their parents and carers understand this distinction. It should also be recognised of course that unresolved conflict might in time, lead to bullying.

We believe it is important to make a distinction between conflict and bullying as describing all relationship difficulties as 'bullying' is likely to devalue the term and obscure the very real risks which we know are associated with children and young people being bullied. It can also create confusion around the nature of response or intervention which is required to get best outcomes for children. Bullying is a mixture of behaviours and impacts and adult intervention should be guided by the impact on a child or a young person.

Within Crossgates Primary School, the GIRFEC wellbeing indicators are considered when planning for all children. Health and Wellbeing Learning Pathway is linked to these indicators. Crossgates Primary School and Fife Council Education and Children's Services Directorate acknowledges the harm and distress caused to children and families by bullying behaviour. Bullying behaviour carried out on-line, through text, social media and email is a more recent development. On-line bullying behaviour is often similar in nature to the traditional view of bullying but has a far greater reach due to our interconnected technological society.

## **Background**

This policy sits within the policy framework for 'Care and Welfare' of Crossgates Primary School and Fife Council Education and Children Services Directorate and reflects the main principles and features of the Human Rights Act (1998), the UN Convention on the Rights of the Child, the Children (Scotland) Act 1995, the Children and Young People (Scotland) Act (2014), the Equality Act (2010) and the national initiative, Getting it Right for Every Child. This policy recognises that bullying can be a child protection issue and therefore complements and reflects both the operational and the legal requirements of Crossgates Primary School and Fife Council Education and Children's Services Directorate's Child Protection Strategy.

## **Policy Statement**

Fife Council Education and Children's Services Directorate and Crossgates Primary School aims to:

- Reduce, prevent and respond effectively to bullying

- Improve social behaviour through an effective strategy which actively involves children, parent/carers and staff in positive approaches
- Ensure, through training and participation, that the underlying values of the Directorate of Compassion, Ambition, Respect and Equity (CARE) are understood and implemented by all those involved
- Values within Crossgates Primary School are Respect, Responsibility, Honesty, Teamwork, Fulfilling Potential and Kindness
- Ensure that there are effective methods for monitoring, evaluating and reporting on the effectiveness of this policy, including any effects on minority or protected characteristic groups.

### **Policy in Practice**

To ensure the effective implementation of this policy there will be action at three levels:

Fife Council Education and Children's Services Directorate  
 Crossgates Primary School  
 Individual Staff

### **Education Service Responsibilities**

The Education and Children's Services Directorate will ensure that:

A member of Directorate management is identified as the co-ordinator of the anti-bullying policy. This person will have responsibility for ensuring that the intentions of the policy are realised and for providing relevant information as required to the Education and Children's Services Directorate and Fife Council.

The effectiveness of this policy is monitored and reviewed regularly.

### **School level Responsibilities**

Crossgates Primary School will ensure that:

- Mrs Green is the Single Point of Contact (SPoC).
- An anti-bullying policy is developed, implemented and communicated effectively.
- Access to advice and guidance regarding anti-bullying policy development will be provided centrally, including the sharing of best practice examples.
- Mrs Green is responsible for co-ordinating the anti-bullying policy and for monitoring its implementation and impact.
- In Crossgates Primary School, the policy is embedded, reviewed, linked with targets for school ethos and articulates with the curriculum through the school's Health and Wellbeing Programme.
- Bullying incidents are recorded and monitored, where appropriate, using the Bullying and Equalities module in SEEMIS Click+Go, in line with the guidance issued by Fife Council's Education and Children's Services Directorate.
- Appropriate training/awareness raising of the latest practice in anti-bullying approach is made available to staff, children, parents and carers. Where necessary support will be

sought from Fife Council's Education and Children's Services Directorate to ensure that this requirement is met.

- On an annual basis, at least one professional development session is allocated to anti-bullying policy and practice. Information related to current issues and best practice will be provided by Fife Council's Education and Children's Services Directorate.

### **Parent/Carer Responsibilities**

At Crossgates we will ensure that all instances of reported bullying are investigated and recorded. We can only do this when we are aware of a problem. We would encourage parents/carers to contact school immediately if they have concerns that their child may be a victim of bullying or if they believe them to be the perpetrator of bullying behaviours. We live in an increasingly digital world and parents/carers need to monitor their child's online presence as this is becoming more of a forum for bullying. Online safety is part of the school curriculum but only parents have control of this at home and we request that parents are vigilant. None of our children are old enough to have accounts with Facebook, Snapchat etc. Social Media which allows private messaging and groups needs to be monitored for your child's safety.

### **Individual Staff Responsibilities**

Individual staff will ensure that they:

- Are fully conversant with the establishment or service's anti-bullying policy and contribute to its review and development as required.
- Fully understand and follow procedures for recording, managing and monitoring bullying incidents and supporting and managing children who have bullied or been bullied.
- Share relevant information concerning individual children and incidents of bullying with the child's Named Person (Mrs Green) or other professionals as required, to ensure children's safety at all times.
- Include self-evaluation of this aspect of their practice, as part of the wider care and welfare agenda, within their regular review of continuing professional development.

### **Recording Bullying Incidents**

Within Crossgates Primary School all bullying incidents are recorded. (See appendix 1)

Fife Council's Education and Children's Services Directorate will also use the information recorded in the council systems to compile reports for council officers and schools, to inform service improvement.

### **Prejudice based bullying**

*"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."* (source: [Scottish Government -Respect for All](#))



In order to respond effectively to incidents as they arise, we must also address the root cause of prejudice.

The Equality Act redresses/protects against prejudice by making it unlawful to discriminate against people with the following "protected characteristics":

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

Whilst material deprivation, and in line with Fairer Scotland Duty (2021), is not a protected characteristic at time of writing, we need to mitigate against the stigmatising effect of living in chronic or acute material poverty and/or deprivation.

### **Staff Training**

On an annual basis the Headteacher will lead a training event for all staff.

### **Anti-bullying policy framework**

- Fife Council's Education and Children's Services Directorate works closely with Respectme, Scotland's national anti-bullying service, regarding policy and training of school staff.
- Schools are asked to consider the advice and framework given in the Respectme publication 'Policy through to practice - Getting it Right' - Respectme.  
[www.respectme.org.uk/important.html](http://www.respectme.org.uk/important.html)
- Schools may wish to use this publication, which contains a number of relective/challenge questions, to reflect upon current school policy and the development of revised policy with respect to this guidance.
- Appendix 1 of this publication, reproduced here with the kind permission of Respectme (Respectme Copyright acknowledged), provides a useful framework for schools developing their anti-bullying policy. The full Respectme publication can be found online at:  
[www.respectme.org.uk/literature120651/Policythroughtopractice-gettingitright](http://www.respectme.org.uk/literature120651/Policythroughtopractice-gettingitright)

#### **Documents available to support parents:-**

- Respectme - Bullying. A guide for parents and Carers
- Respectme - Bullying, what can I do? Advice for children and young people
- Respectme - Cyberbullying. Are you switched On?

## Care and Welfare

An important and integral aspect of the curriculum is the promotion of equity and equality for all. Our aim is to ensure that no child or member of staff is discriminated against, intentionally or unintentionally, with regard to race, religion, gender, culture or any other social or physical factors

All staff should promote anti-racism, respect and value for the diversity of any minority group within our school. Staff should be vigilant in opposing all forms of emotional, physical or social abuse. Through regular assemblies the messages of equality and equity are promoted.

Staff must, in conjunction with developing children's' skills, knowledge, understanding and improved attitudes towards personal safety, be confident in their personal response and professional responsibilities whilst ensuring the care and welfare of all children.

### **Getting it Right for Every Child**

Staff should ensure they are familiar with current Fife Council and Scottish Government advice and legislation on *Getting it Right for Every Child* approach. The eight indicators in the Wellbeing wheel (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included), recognises that children and young people will have different experiences in their lives, but every child and young person has the right to expect appropriate support from adults to allow them to grow and develop and reach their full potential.

The following advice and procedures should be followed when dealing with child protection and care and welfare incidents.

### **Child Protection**

Co-ordinator - HT Mrs Green

Depute Co-ordinator - DHT Mrs Waddell

Standard Circular CWG1

Staff should ensure that they:

- are up to date with child protection training, through online modules and twice yearly input by HT
- refer to flowchart in child protection policy for advice when concerns are raised
- have access to Care & Welfare forms
- pass any concerns to Child Protection Co-ordinator
- be aware of additional support materials available from co-ordinator
- ask for advice and guidance in all cases where a concern , however small , exists

### **Young Carers**

Young carers are children/young people who care for family member(s) who:

- suffer from an illness
- have a disability

- have mental ill-health issues
- suffer from substance misuse

Their caring role has an impact as they often take on practical and emotional caring responsibilities. Under normal circumstances an adult would provide the care.

Young carers may want to keep these things to themselves. They may worry about bullying or stigma so adults work with children to share the responsibility. Adults try to understand the impact a caring responsibility may have on young carers and work out how to best support them

The carers (Scotland) Act 2016 came into effect on 1st April 2018. The Act places new duties to help identify and support adult and young carers.

The duties include:

- Provide information, advice and advocacy support for young carers
- Involve and consult young carers on a variety of matters that affect them
- Duty to offer young carer statements

Miss Thomas is the named Young Carers Champion in Crossgates. If anyone has any concerns about a child who they think may be classed as a young carer they can approach Miss Thomas by contacting school.

Date/time		Location		Reported by	
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Pupils involved

Experiencing		Displaying	
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<u>Nature of the incident (Highlight all that apply)</u>	<u>Characteristics</u>
<ul style="list-style-type: none"> <li>○ Name calling, teased, put down or threatened</li> <li>○ Hit, tripped, pushed or kicked</li> <li>○ Belongings taken or damaged</li> <li>○ Being ignored</li> <li>○ Spreading rumours</li> <li>○ Abusive messages online/gaming/phone/social media</li> <li>○ Targeted because of who they are/perceived to be</li> <li>○ Other - please specify</li> </ul>	<ul style="list-style-type: none"> <li>○ Actual or perceived sexual orientation</li> <li>○ ASN</li> <li>○ Asylum seekers/refugee status</li> <li>○ Body image/physical appearance</li> <li>○ Disability</li> <li>○ Gender Identity</li> <li>○ Gypsy/Travellers</li> <li>○ Care Experience</li> <li>○ Marriage/Civil partnership of parents/carers or other family members</li> <li>○ Mental health</li> <li>○ Pregnancy and maternity</li> <li>○ Race/racism including culture</li> <li>○ Religion or belief</li> <li>○ Sectarianism</li> <li>○ Sexism and gender</li> <li>○ Socio-economic prejudice</li> <li>○ Young Carer</li> <li>○ Not known</li> <li>○ Other - please specify</li> </ul>

<b>Incident details</b>

<b>Action taken</b>
Conclusion (Circle response) - Not resolved / Resolved / Unfounded

Signed

Date

