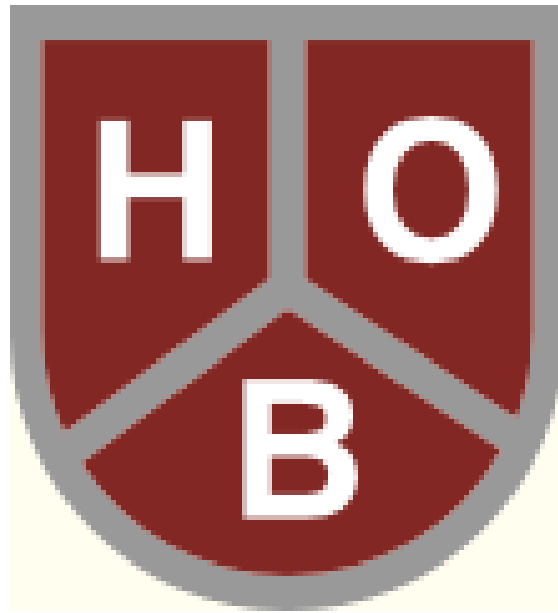


Hill of Beath Primary School



Anti-Bullying Policy

Hill of Beath Anti-bullying Policy

Rationale:

Hill of Beath Primary is a small, caring community where children and adults, irrespective of gender, ability, ethnicity or social circumstances are entitled to feel emotionally safe. Bullying behaviour is in direct conflict with the ethos of care and respect being fostered by the school, and therefore **must** be viewed as unacceptable. As a Rights Respecting School we linked these articles with this policy.

United Nations Conventions of the Rights of the Child

Article 12: Every child has the right to express their views, feelings in all matters affecting them, and to have their views considered and taken seriously.

Article 19: Every Child has the right to be protected from all forms of violence or abuse (physical, verbal or mental)

Article 28: Every child has the right to feel safe and given care to maintain and respect their dignity.

Bullying behaviour affects everyone, not just the person displaying the bullying behaviour or the victims. It also affects those other children who witness violence, aggression and the distress of those who have been victimised. It can affect the atmosphere within a class or school. Additionally, it can entice less aggressive pupils into taunting and tormenting the victims through peer pressure and other psychological factors.

It is the responsibility of the school to ensure that pupils, parents and all school staff are aware of the seriousness of bullying behaviour. It has no place in a supportive and safe educational environment and consequently all steps must be taken to prevent it occurring.

What is bullying?

“Bullying is 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, social and emotional 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”.

Anti-bullying policy - Fife Council Guidelines

Bullying has four common features:

1. It is deliberate, hurtful behaviour.
2. It can be aggressive and violent.
3. It is repetitive.
4. It is difficult for the victim to defend against.

There are different types of bullying:

As taken from, 'A National Approach to Anti-Bullying for Scotland's Children and Young People', bullying behaviours may include:

- ❖ name calling, teasing, putting down or threatening
- ❖ ignoring, leaving out or spreading rumours
- ❖ hitting, tripping, kicking,
- ❖ stealing or damaging belongings
- ❖ inappropriate use of social media sending abusive texts, emails, or instant messages (cyber bullying)
- ❖ making people feel like they are being bullied or fearful of being bullied
- ❖ targeting someone because of physical, personal, social or cultural differences.

Aims:

- ❖ To create an ethos of respect, allowing everyone to feel safe and secure in the school/ nursery environment.
- ❖ Provide strategies to build resilience and help manage bullying behaviours.
- ❖ Demonstrate a whole community approach that bullying is unacceptable.
- ❖ Encourage parental/ family partnership working to create a positive - anti bullying environment and culture.
- ❖ To follow the guidelines of good practise set out by Fife Council Education and Children's Services Directorate in conjunction with "Respect Me", Scotland's anti-bullying service.

Procedures:

Our school includes the following strategies for dealing with bullying:

- ❖ Giving clear, explicit, consistent messages that bullying behaviour is unacceptable.
- ❖ Reminding children of their right to feel safe on a continual basis and the need for them to respect the rights of others.
- ❖ Seeking agreement between children, teachers and parents as to what constitutes bullying behaviour.
- ❖ Reviewing school practice and organisation to identify anything that might allow bullying behaviour to increase.
- ❖ Anti-bullying strategies will be supported through appropriate staff and curriculum development.

We encourage the reporting of bullying by:

- ❖ Providing mechanisms for pupils, parents and staff to report bullying behaviour, (*Pupils can communicate concerns through the Pupil Council, Circle Time, Worry Boxes etc. Parents are encouraged to meet with a member of staff and staff complete incident/concern forms.*)
- ❖ Ensuring that pupils know how important it is to report any aspects of bullying behaviour they have witnessed or been subjected to.
- ❖ Ensuring that pupils know how they can cope and who they can talk to about any aspect of bullying behaviour.

We raise awareness of anti-bullying by:

- ❖ Displaying anti-bullying posters and leaflets.
- ❖ Making the annual 'Anti-Bullying week' a priority and key focus across the school.
- ❖ Informing parents of our policy.
- ❖ Highlighting bullying behaviour as an issue at School Assemblies.
- ❖ Involving older children working with the younger pupils in "buddy" systems and Peer Mediation (i.e. HOBBITS).
- ❖ Focussing on bullying as part of Health and Wellbeing within the classroom.
- ❖ Alerting the school community to bullying trends that become evident. (E.g. Cyber bullying).
- ❖ Having a Rights Respecting Committee

We link anti-bullying to the curriculum by:

- ❖ Dealing with bullying through work in language, e.g. encouraging discussion and writing about feelings and experiences.
- ❖ Using opportunities to promote a positive behaviour ethos in all curricular areas.
- ❖ Promote sports that encourage participation, co-operation and teamwork rather than winning at all costs.
- ❖ Using resources linked to anti-bullying and positive behaviour (e.g. Cool in School and the 'Respect Me' website).
- ❖ Discussing Children's Rights, having class and playground charters.
- ❖ Embedding our school values into all aspects of school life.

We support children by:

- ❖ Assuring the children in a restorative way about behaviours that are being displayed - how to address these in future.
- ❖ Endeavouring to identify vulnerable children.
- ❖ Providing support and advice for the victim and family if necessary.
- ❖ Fostering healthy and appropriate friendships within the school, especially for the more isolated pupils.

- ❖ Providing peer support and encouraging friendships between older and younger vulnerable children.
- ❖ Assigning staff to pupils who seem consistently vulnerable to bullying behaviour.

We involve the whole school community by:

- ❖ Establishing the fact that there should be no innocent bystander - everyone has a role to play in eradicating bullying behaviour.
- ❖ Encouraging the children of influence (e.g. House Captains, HOBBITS) to set a good example at all times.

We actively seek to change bullying behaviour by:

- ❖ Working with the children displaying bullying behaviour to understand and improve his or her behaviour.
- ❖ Developing strategies and attitudes, which encourage children to think about their own behaviour and its ramifications.
- ❖ Implementing structures that should help children cope better with situations involving conflict.
- ❖ Running reward schemes for positive behaviour, e.g. a House Points system, Citizenship Award.
- ❖ Using a buddy system, playground leaders and peer mediators.

We seek to anticipate potential problems by:

- ❖ Supporting and training to Playground Staff.
- ❖ Identifying sources likely to inflame situations, e.g. football, shared toys.
- ❖ Employing supervision in situations that could cause problems.
- ❖ Providing activities, which nullify problems, when possible, during wet breaks, e.g. toys, games and books.

We ensure that the policy is communicated effectively by:

- ❖ Ensuring that both pupils and their parents know how bullying behaviour will be tackled.
- ❖ Ensuring that all members of the school community know what to do if they encounter the various forms of bullying behaviour.
- ❖ Making sure that new members of staff become familiar with the school's approach to bullying.

- ❖ Ensuring that the policy is available in a leaflet form.
- ❖ Delegating roles and responsibilities to staff.
- ❖ Having clear and consistent procedures in place to follow up any incidents of bullying behaviour.

Monitoring and Evaluation

- ❖ An ongoing evaluation of policy by the Headteacher and staff.
- ❖ A process whereby staff, pupils and parents are informed and have the opportunity to be involved in the review and evaluation process.
- ❖ Feedback to staff, pupils and parents based on the information collated during the monitoring and evaluation process.