



Leslie Primary School and Nursery Anti-Bullying Policy

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Policy Statement:

Leslie Primary is committed to providing a safe and nurturing environment for our whole school community, including staff, parents and pupils.

“The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents, whether for young people in school or those not in school.”

Curriculum for Excellence: Building the Curriculum 3 (2006)

Definition of Bullying Behaviour:

What does bullying look/feel like?

Whilst bullying behaviour would often be categorised as persistent or frequent occurrences, it is vital to recognise that each incident should be considered individually as the impact on each person varies. The fear and anticipation of further bullying can affect a person's ability to be themselves and interact with others in a healthy fashion.

Bullying behaviour can include:

- Being called names, teased, put down or threatened
- Being hit, tripped, pushed or kicked
- Having belongings stolen or damaged
- Being ignored, left out or having rumours spread about you
- Receiving abusive text messages or emails
- Behaviour which makes you feel like you are being bullied
- Being targeted because of who you are or who you are perceived to be

Important Note:

People will tease, fall in and out with each other, have arguments, stop talking to each other and disagree on matters of personal taste and opinions. For children in particular this is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked it can lead to bullying making those that are being bullied feel afraid, uncomfortable and unsafe in their environment.

At Leslie, we will always consider the behaviours causing concern and respond to them rather than relying on a rigid definition of bullying.

Prejudice- Based Bullying:

This may be targeted towards:

- Asylum seekers and refugees
- Those with body image issues
- Those with disabilities
- Looked After Children
- Young Carers
- Religion and Belief

Or take the form of:

- Homophobia
- Racism
- Sectarianism
- Sexism and genderism

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Cyber Bullying

Online bullying, also called cyberbullying can make a person feel embarrassed, left out and hurt. It takes place through mobile phones, emails, instant messaging, online gaming, social networks and much more. It is important to remember that online bullying is still bullying behaviour, it is not new behaviour it's where it takes place that is new.

It can include:

- Hurtful texts
- Name calling on social network pages
- Threats online
- Being targeted online because of who you are or because someone thinks you are different

At Leslie all members of the school community are expected and supported to adhere to the core values of each individual school:

Why do People Bully?

Labelling young people as “bullies” or “victims” can be disempowering and unhelpful to changing their behaviour or supporting their recovery from the impact of bullying. Clearly labelling an action as bullying behaviour is a more effective way of motivating a child or adult to change that behaviour. The words “bully” and “victim” can stigmatise and stereotype. As an alternative use people “involved” in, “displaying” or “experiencing” bullying behaviour.

Prevention of Bullying:

At Leslie Primary, we are committed to taking a proactive approach to the prevention of bullying through the promotion of a positive ethos of mutual respect and trust. A consistent approach across the cluster is achieved through adherence to national guidelines, United Nations Convention on the Rights of Child and Fife Council's Anti-Bullying Policy. For further information and for how to offer further support please see: <http://www.respectme.org.uk>

Our whole school community have a responsibility to provide positive role models for our pupils. We will do this through:

- Ongoing professional learning opportunities for professional learning and development.
- Provision of high quality learning experiences within the Health and Wellbeing curriculum and through focussed events such as whole school themed weeks
- Ensuring appropriate risk assessment is in place to ensure the health and safety of all is paramount
- Encouragement of parents to ensure appropriate monitoring of their child's online activities (i.e. age appropriate activities and networks)
- Engagement with pupils, parents and external partners

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What we will do when a concern is raised/reported

Appendix 1

- Listen carefully to the concern
- When an incident involving bullying behaviour involves a child, the named person should be informed and a member of the Senior Management Team (SMT)/Named Person will ensure appropriate communication with parents as soon as is practicably possible
- Ensure that the person is safe and taken seriously
- Remain calm
- Empower the person to take control through restorative approaches e.g. scripting to support person's emotional vocabulary and allow them to address the emotional impact of the bullying behaviour in a way that allows them to recover (appendix 1)
- Following an incident involving bullying behaviour, Senior Management Team/Named Person will ensure monitoring of the situation by appropriate follow up action, if and when necessary.

Support for all involved:

(This is not an exhaustive list but a suggested toolkit of strategies to be employed as appropriate)

- Time out/quiet space
- Discussion with the individual about what they may need to recover
- Employment of outside agencies
- Facilitation of restorative conversations/approaches
- Continued communication with all involved

Monitoring Effectiveness of our Policy

Effectiveness of this policy will be evaluated on an ongoing basis with the whole school community to ensure all voices are heard e.g. through Pupil Voice activities, Parent Forums, questionnaires etc.

Impact Assessment will be carried out by SMT as appropriate (appendix 2)

Appendix 1 - Scripts to Support Staff/Adults

Have you been involved in this today?

Then think!

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

Appendix 2

Monitoring

Action One-Data analysed

Notes

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Proposed Completion date: *March 2022*

Task Completion date:

Action Two Reviewed existing practices using data from monitoring

Notes:

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Proposed Completion date: *June 2022*

Task Completion date:

Action 3-If required, Implemented appropriate changes to practices

Notes:

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Proposed Completion date:

Task Completion date:

Action 4 -date set for next review of anti-bullying policy and practices:

Notes:

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Proposed Completion date: ***June 2023***

Task Completion date: