



Anti- Bullying Policy

Policy Statement

At Lochgelly South we strive to provide a safe, nurturing, happy environment and see the development of positive, respectful relationships as the key. Every pupil has the right to work in an environment which is free of victimisation and fear. Bullying can have a profound and lasting effect on a child's mental health and wellbeing, as it undermines self-esteem and erodes confidence.



Our policy on Anti-Bullying has been drawn up in line with the school's ethos of promoting positive relationships, Fife Council's Anti-Bullying Policy, the Scottish Government's 'Respect for All' policy and the United Nations Convention on the Rights of the Child. Which states;

Article 19

Children have the right to protection from all forms of violence; physical or mental. They must be kept safe from harm and they must be given proper care by those looking after them.

Lochgelly South is committed to this ethos and seeks to ensure, as far as it is reasonably practicable, the prevention of all forms of bullying within our community to ensure we grow young people and adults who can positively contribute to society. To achieve this we must work together.

Prevention of bullying is the responsibility of our whole school community, which includes school staff, pupils, parents/carers and staff of any agency working with us. In order to work together relationships and communication are key. ***If you have any concerns please do not hesitate to contact us.***

Definition of Bullying

Fife Council defines 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. 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."

Incidents can happen anywhere and with modern technology it can now be difficult for a victim to escape from this, as bullying behaviours are increasingly occurring via social media and messaging services. For this reason online safety and cyber-bullying are integral parts of our Internet Safety week.

Bullying behaviours might include:

- Being called names, teased, put down or threatened.
- Being targeted because of personal or physical differences/family/domestic/cultural situations
- Malicious gossip
- Forcing someone to do something they do not wish to do
- Being physically abused - hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having stories spread about you (face-to-face and/or online)
- Sending abusive messages, pictures or images on social media, messaging services, online gaming platforms or phone
- Controlling relationships or friendships
- Being targeted because of who you are or who you are perceived to be.

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia, transphobia or prejudice and discrimination towards disability or faith.

Sometimes a person can feel bullied, but they may be over reacting to a situation. When feeling insecure a child's perception may be hyper-sensitive. In this instance, we still need to deal with how they are feeling and take action to improve their wellbeing.

Children and young people will tease and fall out with each other. They won't always get on but frequent falling out isn't bullying. In these instances we will mediate through restorative practices.

Impact

A bullied child will struggle with aspects relating to the SHANARRI wellbeing indicators Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible, Included. This might present as

- Feelings of upset, anxiety, worthlessness or anger
- Failure to thrive
- Isolation
- Erosion of self-esteem and confidence
- A loss of control
- Reduced capacity for self-management
- Inability to fully participate in learning and the development of low aspirations.
- Reluctance to come to school
- Feeling physically unwell and in extreme cases self-harming and suicidal thoughts.
- It should also be noted that it is not unusual for a victim of bullying to resort to bullying others in order to gain back that sense of control and power

Expectations

Our Vision and Values embody our commitment to developing children's ability to become Responsible Citizens, Confident Individuals, Effective Contributors and Successful Learners. To achieve this we endeavour to provide a respectful, equitable and inclusive school which supports attainment and achievement. We firmly believe that a child needs to feel safe and secure in order to be fully receptive to learning.

Basic Rules

At the start of every term classes develop their own 'Class Promise' this allows pupils to co-create and establish the expectations in line with our core values of Relationships, Respect and Responsibilities. Every year we begin with a 'Friendship Fortnight' in order to guide pupils on how to establish and maintain positive relationships with each other.

We also have a Playground Charter to reinforce behaviours that will allow the playground to be inclusive and safe for all. In addition to this we have a 'Nurture Room' where pupils who find the playground overwhelming can be supported to enjoy more peaceful break times.

We also use positive reinforcement of desirable behaviours and celebrate this during weekly assemblies where 'Capacity Certificates' and a class VIP (Values Inspired Pupil) are recognised within each class. Every class undertakes either a Leadership or Citizenship award programme, with responsibility underpinning the criteria for both.

Children and Young People

The clear message we convey to children is:

- **Bullying is never okay.**
- **Bullying isn't just physical**
- **You will be listened to.**
- **Feelings and concerns need to be shared with a trusted adult**
- **Avoid storing up incidents, act immediately.**
- **Try not to respond.**
- **It's not your fault**

Staff

Staff employ a range of learning programmes and strategies to educate pupils on how to be respectful and responsible individuals who can manage relationships and differences in a positive way.



In school this may be achieved through:

- The Health and Wellbeing Programme, many of the resources are available to view at www.rshp.com
- Emotion Works
- Friendship Fortnight and the co-creation of Class Promises
- Assemblies and Circle Time
- Role play, stories, poems, media and games
- Writing, poster campaigns / competitions
- Pupil Council meetings
- 'Buddying'
- The children are encouraged to share experiences, think of other peoples' feelings, share opinions, explore difficult feelings, put themselves in other people's shoes, and develop self-respect, assertiveness, co-operation and independence / interdependence.
- **Any concerns regarding bullying should be conveyed to the Headteacher immediately**

Parents and carers (see also Appendix 1)

Parents and carers are encouraged to be vigilant and look for signs of bullying. This will allow for early detection and action which will reduce negative impact. You can support by:

- Encouraging your child to talk about what has been going on in school and talk through any minor incidents calmly to ascertain what has happened.
- Encouraging your child to tell a teacher or the playground support staff if they or any of their friends are experiencing difficulty in or out of school.
- Watching out for signs of stress in your child - headaches, sore stomachs, reluctance to come to school - they can be indications that all is not well.
- Investigating if toys or money starts to go missing.
- Taking an active interest in friendships and out -of-school activities.
- Supervising situations where bullying may occur, e.g. walking to and from school.
- Avoiding unsupervised exposure to violence on television, DVDs, computer games and spend some time discussing the different forms of violence e.g. reality versus fantasy.
- Applying caution regarding the use of technology, particularly devices that allow communication between friends or unknown users.
- **Informing the school immediately if you feel there may be a bullying problem.**

Prevention of Bullying

Our ethos of anti-bullying is embedded in our school values, day-to-day practices, supported by our Health and Wellbeing programme and our Positive Relationships and Ethos policy. **The strong message we deliver and consistently reinforce is that bullying is never acceptable.**

Our approach is based on the 'Respect for All' guidance provided by the Scottish Government and aims to build capacity, resilience and skills in children and young people to prevent and deal with bullying.

Respect for All is underpinned by the following values:

- Fairness
- Respect
- Equality
- Inclusion

These values are rooted in our curriculum, and part of our Health and Wellbeing and Religious and Moral Education programmes. They are also reinforced and celebrated during our weekly assemblies.

As part of our strategy for promoting positive relationships, we look at attitudes, skills and activities, which will prevent bullying. Paramount to this is:

- Valuing and listening to children's contributions.
- Helping children learn and practise the skills required to build and sustain positive relationships with other children and adults within the school and the wider community.

To address bullying within an organisation, three central aspects need to be addressed with measures identified for implementation at all levels. In our school this looks like

Culture	Practice	Response
<ul style="list-style-type: none">•Policy•Partnership working•Building positive relationships•Role modeling•Respect and inclusion•Shared Vision and Values•Responsibility of all•Raising pupil understanding and awareness (Appendix 2)	<ul style="list-style-type: none">•Communication•Training•Questionnaires•Class Promise•Consistency•Predictability•Partnership Working•Buddying•Nurture Room•Emotionworks•Friendship Fortnight•Internet Safety (Cyber-bullying)•Specific lessons (Appendix 3)	<ul style="list-style-type: none">•Protocol in place - see 'Action' section below•Child-centred•Time dedicated•All parties will be listened to.•Action will be agreed and communicated.•Tailored response - rather than one size fits all

Action

Each of us, as an individual and part of an organisation, need to take responsibility in recognising this behaviour is taking place. We can't see it as someone else's responsibility, or as an acceptable part of growing up and we must all do something about it.

Prevention via education is a priority, however, when bullying occurs immediate response is required and we are mindful that there is not a one size fits all solution.

How should the adult (parent or staff member) respond?

- Do not panic and keep an open mind
- Your response is vitally important, keep calm
- Find a comfortable place with no distractions
- Listen – give the child your full attention
- Let the child know bullying is never acceptable; they deserve to feel safe
- Gently encourage them to talk, finding out what happened, who was involved, where and when - write it down if that helps
- Listen - what do they want you to do?
- Keep the child involved and up to date on progress
- **Report the concerns to the Headteacher.**

Deciding on Appropriate Action

In order to take appropriate action in dealing with instances of bullying it's important to understand where the behaviour has stemmed from. There can be a range of reasons why a person might adopt bullying behaviours and that they too might require support. These might include

- Children have been given messages, from peers or other adults, which support and accept bullying behaviour.
- They feel that they will never get caught or won't be held accountable
- To gain control and power over a situation.
- They may have experienced this behaviour in other environments and are modelling what they have seen.
- Children may have been bullied themselves and are bullying to prevent them being the next target.
- There is a lack awareness of effects or impacts of bullying behaviour.
- Their perception doesn't recognise their behaviour as bullying.

Action we will always take

- Any concerns raised by pupils, parents, staff or witnesses are taken seriously.
- Staff will record details of the incident(s) on a *Care & Welfare* form, if required, following consultation with Headteacher.
- The Headteacher will discuss the incident(s) with all concerned and record findings.
- All staff who work closely with those involved will be informed.
- Parents of children involved will be informed either by telephone, letter or in some cases will be asked to meet with the Headteacher in school.
- A Restorative Approach will be used involving all parties in agreeing a course of action to repair harm done to relationships and to ensure that the bullying stops.
- Follow-up meetings, telephone calls or letters may be necessary to monitor the situation for some time after.

Action we may also choose to take

- Daily 'Check Ins' (Headteacher and/or class teacher)
- Use of Social Stories, 5 Point Scale, Home/School Communication Diary
- Use our Nurture Room
- Begin a log of all incidents
- Further targeted lessons
- Targeted work around prejudices
- Work with the other agencies, such as the Community Police
- Refer to Family Support Services if parents feel they require additional support.
- Seek the advice of the Educational Psychologist.
- Exclusion ~ this is an extreme measure and one we would hope to avoid. This would only be considered if there has been extreme violence or when there is persistent bullying behaviour and all other measures have failed.

Our school community has been involved in producing this document and further feedback is always welcomed.

Further Advice and Support

Respect Me

0844 800 8600 or www.respectme.org.uk

Scottish Association for Mental Health (SAMH):

0141 568 7000 or www.samh.org.uk

ParentLine Scotland:

0808 800 2222 or www.children1st.org.uk/parentline

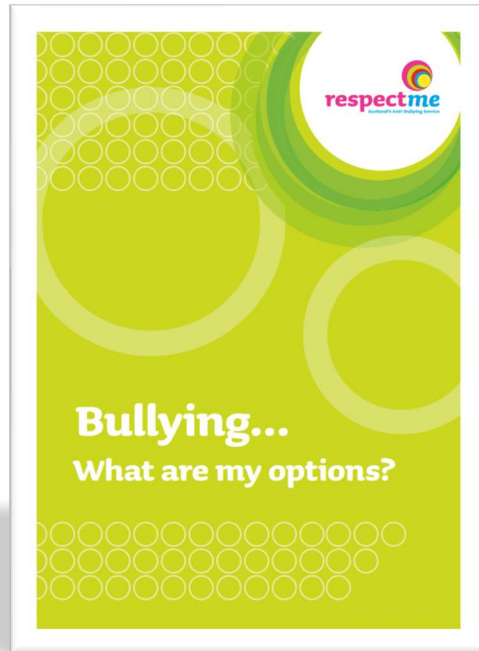
Samaritans:

08457 90 90 90, www.samaritans.org.uk or email jo@samaritans.org

Appendix 1 ~ Information for Pupils

The following leaflet, produced by 'Respect Me', Scotland's Anti-bullying Service will be made available to pupils from P4 - P7.

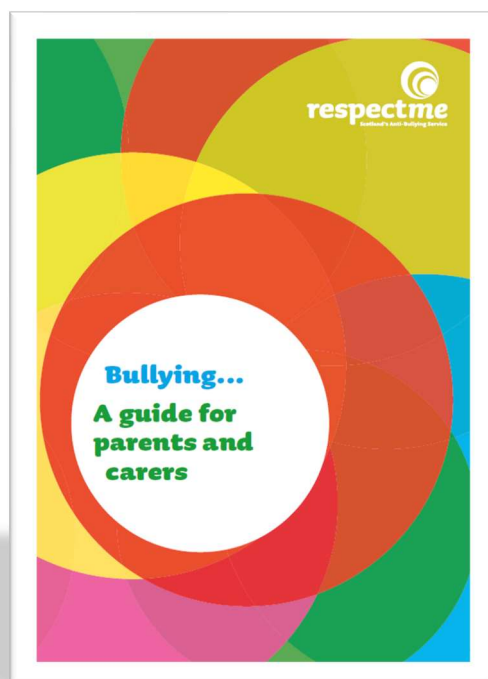
[Download Bullying...-What-can-I-do-revised-leaflet](#)



Appendix 2 ~ Information for Parents

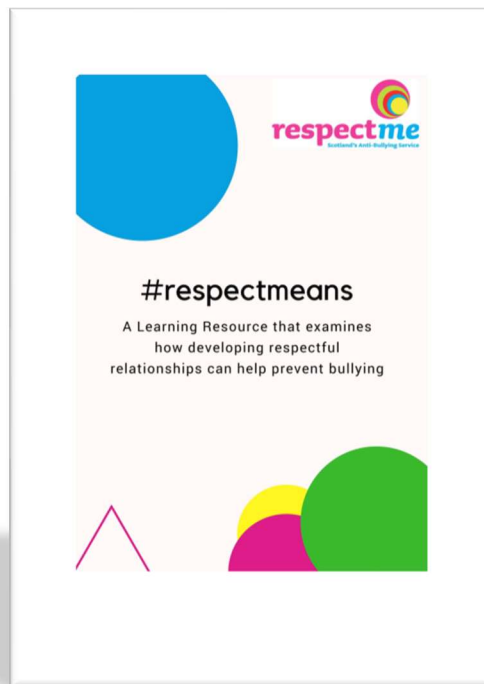
The following leaflet, produced by 'Respect Me', Scotland's Anti-bullying Service will be made available to parents.

[Download Bullying-a-guide-for-parents-and-carers-2016](#)

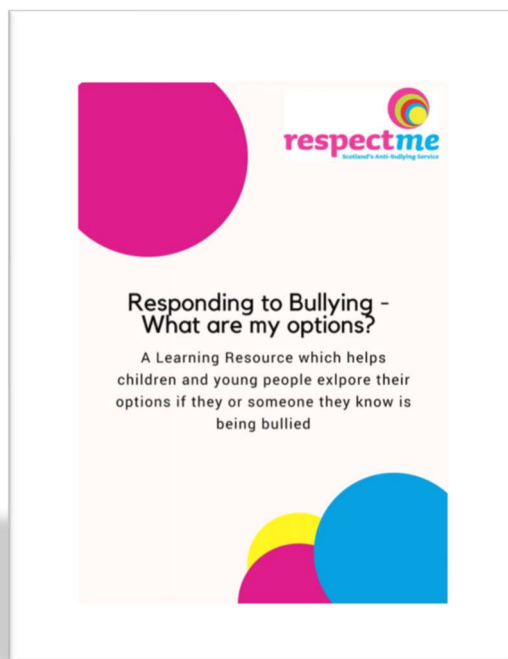


Appendix 3 ~ Lessons for Pupils

[Download Learning Resource-respectmeans](#)



[Download Learning Resource Responding What are my options](#)

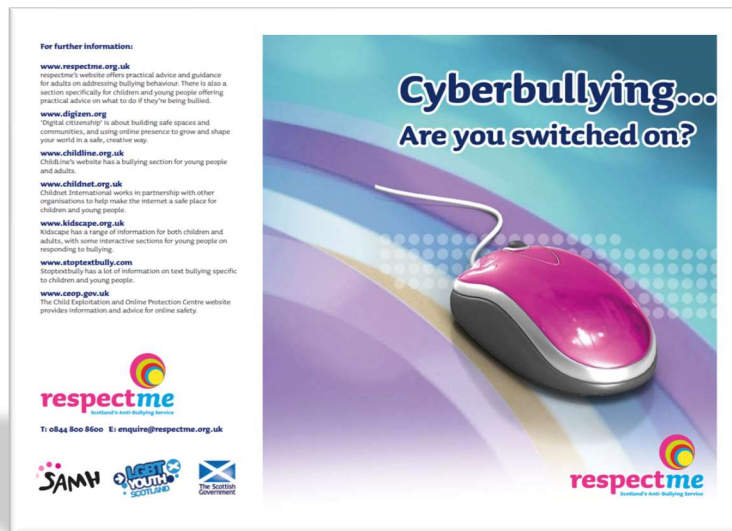


[Link to Anti-bullying video clips to support teaching](#)

Appendix 4 ~ Information for Pupils (Cyber-bullying)

The following leaflet, produced by 'Respect Me', Scotland's Anti-bullying Service will be made available to pupils during Internet Safety Week.

[Leaflet for pupils](#)



The leaflet features a central graphic of a pink computer mouse on a purple and blue background with a grid of dots. The text 'Cyberbullying... Are you switched on?' is prominently displayed in the upper right. On the left side, there is a list of websites for further information, including respectme.org.uk, digizen.org, childline.org.uk, childnet.org.uk, kidscave.org.uk, stoptextbully.com, and ceop.gov.uk. At the bottom left, there are logos for SAMH, MEET YOUR SCOTLAND, and The Scottish Government. The respectme logo is also present at the bottom right.

For further information:

- www.respectme.org.uk**
respectme website offers practical advice and guidance for adults on addressing bullying behaviour. There is also a section specifically for children and young people offering practical advice on what to do if they're being bullied.
- www.digizen.org**
"Digital citizenship" is about building safe spaces and communities, and using online presence to grow and shape your world in a safe, creative way.
- www.childline.org.uk**
Childline's website has a bullying section for young people and adults.
- www.childnet.org.uk**
Childnet International works in partnership with other organisations to help make the internet a safe place for children and young people.
- www.kidscave.org.uk**
Kidscave has a range of information for both children and adults, with some interactive sections for young people on responding to bullying.
- www.stoptextbully.com**
Stoptextbully has a lot of information on text bullying specific to children and young people.
- www.ceop.gov.uk**
The Child Exploitation and Online Protection Centre website provides information and advice for online safety.

respectme
Scotland's Anti-Bullying Service

T: 0844 500 5600 E: enquire@respectme.org.uk

SAMH **MEET YOUR SCOTLAND** **The Scottish Government**

respectme
Scotland's Anti-Bullying Service

What can we do about it and how can we achieve our aims?

The underpinning values held at our school are found in our Ethos and Relationships Policy and are set within our whole school aims. Lochgelly South Primary School seeks to develop children's ability to become Responsible Citizens, Confident Individuals, Effective Contributors and Successful Learners.

Raising Teacher Awareness:

The following signs may indicate bullying:

The child may:

- be unwilling to come to school
- begin to do poorly in school work
- become withdrawn
- start to act out of character, by for example hitting other children
- develop stomach aches or headaches
- want to stay in at break-times
- have a cut or bruise after playtimes.

Advice for Pupil Support and Supervisory Staff:

- Be aware of isolated children, and try to involve them in a sympathetic group.
- Keep a watchful eye on 'rough and tumble', to ensure that **everyone** is enjoying it!
- Never ignore aggressive or bullying behaviour.
- When dealing with an act of aggression or bullying it is better to remove the victim from the scene as soon as possible.
- Incidents causing concern **must** be reported to a member of the teaching staff. Persistent bullying **must** be reported to the Headteacher.
- Try to help children talk through minor incidents and listen to both sides **calmly**.