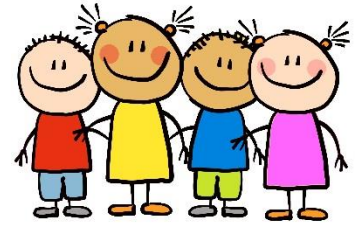# Newport Primary School
Anti-Bullying Policy

Work together
Learn together
And be the best that we can be

Our Core Values

Polite   Responsible   Kindness   Honesty   Respect

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 (2008)

Single Point of Contact (SPoC) – Miss Kathryn Allan, Principal Teacher

This school policy sits alongside Fife Council's Anti-Bullying Policy version 02, revised December 2015 which can be accessed on Fife Direct or FISH.

It also sits alongside Newport Primary School's Positive Behaviour Policy, revised September 2023.

Newport Primary School Policy Statement:

Newport Primary School is committed to providing a safe, supportive, secure and nurturing environment for all people in its establishment which promotes inclusion and achievement. Every pupil has the right to work and learn in an atmosphere that is free from victimisation and fear.

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.

(The United Nations Convention on the Rights of the Child, Article 19)

Newport Primary School is committed to this ethos and seeks to ensure, as far as is reasonably practicable, the prevention of all forms of bullying behaviour among members.

Definition of bullying behaviour:

Our definition of bullying behaviour has been discussed and agreed by all school stakeholders including children, parents/carers and staff.

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 display bullying behaviour and those who experience bullying behaviour, to lead to hurt, fear and anxiety, and is often the result of a difference, perceived or real.

Bullying is both behaviour and impact; what someone does and the impact it has on a person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online. Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- *Being called names, teased, put down or threatened face to face and/or online*
- *Being hit, tripped, pushed or kicked*
- *Having belongings taken or damaged*
- *Being ignored, left out or having rumours spread about you (face to face and/or online)*
- *Sending abusive messages, pictures or images on social media, online gaming platforms or phone*
- *Behaviour which makes people feel like they are not in control of themselves or their lives*
- *Being targeted because of who you are or who you are perceived to be (face to face and/or online)*

(extracted from www.respectme.org.uk)

It is important to recognise that children will fall out from time to time and that this can be upsetting and challenging but can usually be resolved with or without support. These are normal incidents that occur as part of growing up and a distinction should be made.

Prejudice-based bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia. Prejudice-based bullying is bullying behaviour motivated by prejudice, or 'perceived' to be motivated by prejudice, and can be based on any characteristic unique to a child or young person's identity or circumstance.

The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

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

Prejudice-based bullying includes the protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for a variety of reasons. Further details of prejudice based bullying are included in Appendix 1.

Cyberbullying

Further details of cyberbullying are included in Appendix 2.

Expectations

School staff will ensure that children understand harm and its effects by teaching about bullying in school. It is our firm belief that punitive approaches are ultimately counterproductive and restorative actions should be taken to enable all parties to move forward. It is essential that parents/carers and pupils are part of a whole school partnership to tackle the effects of bullying behaviour. Commitment, involvement and ownership of this anti-bullying approach through education and proactive management is key to its success.

Expectations and responsibilities of children:

- Children have the right to learn in an environment free from threat and physical harm. They also have the responsibility to ensure that they do not cause hurt, harm or worry to anyone in their environment through their behaviour or actions.
- We expect all children and parents to report concerns and to work with us in determining fairly the circumstances of any incident and in putting things right.
- All children and adults coming into school will be treated with respect and dignity. We expect everyone here to be treated in the same way.

Expectations and responsibilities of parents/carers:

- Parents are expected to support the school in delivering this policy and ensuring the continued strong supportive ethos that is here for all. When a concern is raised we expect parents to act with us in determining fairly what occurred and in supporting us in redressing the situation.
- We expect all children and parents to report concerns and to work with us in determining fairly the circumstances of any incident and in putting things right.
- All children and adults coming into school will be treated with respect and dignity. We expect everyone here to be treated in the same way.

Expectations and responsibilities of school staff:

- School staff contribute to a positive school ethos through modelling appropriate behaviour and actively supporting and celebrating diversity
- School staff are aware of the policy and understand the school's procedures for managing incidents and supporting and managing pupils who have been involved in incidents
- School staff keep relevant colleagues informed of relevant background information concerning individual pupils, and share information as appropriate
- School staff self-evaluate this aspect of their practice within the Professional Review and Development process

Expectations and responsibilities of school leadership team:

- SLT will ensure that the policy is embedded and reviewed in the School Improvement Plan and is linked with targets for the school's ethos and the health and wellbeing framework
- SLT will ensure that staff are fully aware of the importance of the policy
- SLT will ensure the development and regular review of strategies is achieved on the basis of genuine partnership between staff, pupils and parents
- SLT/SPoC will ensure bullying incidents are recorded and monitored, where appropriate using the Bullying and Equlities module in SEEMis Click+Go, in line with the guidance issued by the Directorate.
- SLT will ensure appropriate training and support in anti-bullying are available to staff, pupils and parents/carers
- SLT will ensure changes or developments resulting from anti-bullying strategies are reflected in the School Improvement Plan.

Prevention of Bullying Behaviour

The emphasis in Newport Primary School is on recognising and rewarding positive behaviour through restorative approaches and a culture and ethos of respect. Please refer to Newport Primary School's Positive Behaviour Policy (updated September 2023).

Action

If an instance of bullying behaviour is reported, we may do one or more of any of the following:

- Staff will discuss the incident and decide appropriate action/resolution with children involved. This may be addressed away from other children.
- Action/resolution may be discussed with school leadership team/children involved/parents/carers as necessary.
- Parents/carers may be invited in to discuss support and work towards a possible resolution.
- Staff, parents/carers and children will discuss if and how the bullying incident should be recorded within the Bullying and Equalities module in SEEMis.
- Support and guidance may be given through Kit Bag, Assemblies, Play Leaders, Circle Time, Buddies, Friendship Stop, Scripting, Positive Mindsets and Cool in School Programmes etc.
- In extreme circumstances, outside agencies, such as Social Work and Police, may need to be involved.

Children who are experiencing bullying behaviour

If you are experiencing bullying behaviour, you can expect that:

- You will be listened to and taken seriously.
- Action will be taken to help you and to stop the bullying behaviour.

Children who are displaying bullying behaviour

Bullying behaviour has no place at Newport Primary School. If you are displaying bullying behaviour, you can expect that:

- Your bullying behaviour will be challenged.
- You will be treated fairly.
- You will be given the opportunity to change your behaviour and encouraged and supported in doing so.
- You will be expected to work with staff to look at the reasons that you have been displaying bullying behaviour and to find and put into practice other ways of behaving.
- Adults at school will let your parent(s)/carer(s) know what is going on, and to offer them the chance to help support you in changing your behaviour.
- You will work with staff to review your behaviour. If you don't work at changing your behaviour then staff will have to take more serious action, e.g. excluding you from school activities.

Further information to support anti-bullying:

Respectme - www.respectme.org.uk

Scottish Association for Mental Health - www.samh.org.uk

Appendices:

Appendix 1 – prejudice based bullying

Appendix 2 – cyberbullying