Sinclairtown Anti-Bullying, Positive Behaviour and Right's Respecting Policy:

> "Bullying is face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in."
>
> "The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out."

Source - – [Respect for All: The National Approach to Anti Bullying for Scotland's Children and Young People](#)

At Sinclairtown Primary School, we are promoting health and wellbeing in a safe environment where everyone can learn and teach in a positive atmosphere.

All who are involved with our school should show respect and consideration for others. Everyone at Sinclairtown Primary School will take responsibility for making our school a happy and positive place in which to learn and work.

"Every child has the right not to be bullied."
United Nations Convention on the Rights of the Child 1989
European Convention Human Rights
Equality Act 2010

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 that 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 genuine risks associated with children and young people being bullied. Our approach to anti-bullying is set within Fife's wider relationships & behaviour strategy and alongside our school nurture strategy and trauma-informed approach. It recognises that bullying behaviour can only be fully understood within the social context within which it occurs.

What is bullying behaviour?

- Bullying is when on or more persons say or do something in a way which affects or hurts another person either mentally or physically.
- It usually happens more than once and is done on purpose but it can also be a one off incident or be an unintended act towards the other person.
- Bullying is always damaging and can make you feel sad or isolated and frightened or worried it may happen again.
- It can affect you for a short time but can also have a major impact on a person's health and well-being.
- It can be done for a variety of reasons or no clear reasons.

This covers all forms of bullying behaviour including:

Verbal   Calling someone names, teasing, making verbal threats, sarcasm, spreading rumours

Physical   Hitting, kicking, punching, pushing, spitting, or any other unwanted violence

Emotional   Being unfriendly, tormenting others (for example, hiding people's belongings, threatening gestures), excluding someone from the group

Cyber   All areas of internet misuse including email, WhatsApp, twitter etc., threats by mobile phone including text messaging and calls and misuse of associated technology, for example camera and video.

Prejudiced   Any comment or action to ridicule pupils who are perceived as different. For example, young carers, those who have additional support needs, who are disabled, who are looked after, who live in poverty, who are from travelling families or are asylum seekers. *"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](#))

The Equality Act (2010) identifies characteristics which are protected by law. Children and young people can experience bullying for a variety of reasons; where they live, their sexual orientations, gender, disability, colour of skin, clothing choices or team preference. The one thing that these have in common is difference or perceived difference – some children and young people don't see or understand diversity they still only see difference. Difference or perceived difference can be the catalyst for children and young people being bullied.

Under the Equality Act 2010 all children and young people have the right to feel safe regardless of differences or perceived differences. This is the law.

The Equality Act 2010 makes it illegal to discriminate against a person due to the following, which are known as the 'Protected Characteristics':

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child

- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

This law also makes it illegal to abuse someone who doesn't have any of these characteristics, but people may assume they have, or they associate them with someone who does; such as a friend or family member. This means that it's never acceptable to use homophobic, racist or offensive language, or make fun of anyone's disability or their personal circumstances.

Whilst material deprivation, and in line with fairer Scotland Duty (2021), is not a protected characteristic at this time, we need to recognise the need to mitigate against the stigmitising effect of living in poverty and /or deprivation.

Sinclairtown Primary School are committed to implementing strategies to raise awareness of bullying behaviours and to prevent these behaviours happening in the first place.

At Sinclairtown PS, we aim to ensure that children do not bully others because they understand the harm it causes and choose not to cause such harm. It follows, therefore, that where children do not make this choice, we need to engage with them educationally, supportively and restoratively, rather than punitively. Such an approach may, understandably, be challenged by those who believe that children who bully should experience only negative consequences due to their behaviour. Our firm belief is that such an approach is ultimately counterproductive and, therefore, all staff, children and parents play an active role in developing and maintaining a school's anti-bullying policy based on this principle; involvement and ownership contribute significantly to effectiveness.

The approach of staff when addressing instances of bullying should always take account of the child or young person's context and past experiences, additional support needs and the behaviours exhibited by those experiencing bullying or those displaying bullying behaviour.

Families have a crucial role in supporting children and young people, and increasingly in managing the bullying behaviour associated with social media used outwith school, as well as supporting schools around mobile phone use within school.

What are Restorative Approaches?

These approaches aim to improve behaviour and relationships in schools by moving away from a blame and retribution model of dealing with unacceptable behaviour towards one which is based on social responsibility and self-awareness. Based on a non-judgemental approach, key questions are asked to engage the individual who has caused harm in taking responsibility for their actions and repairing the relationship with those who have been affected.

When a large group of young people and adults work together in one building it is realistic to think that there may be issues that arise with relationships from time to time. Children work well when

there is a recognised framework where they know that there are limits to what is acceptable within that framework. We want children at Sinclairtown Primary School to enjoy learning but for those who are unable to meet our agreed Sinclairtown expectations linked to our school Values and children's rights, we have a responsibility to re-enforce positive behaviour and reject unacceptable behaviour by:

- Recognising that every child has the same rights, that we are all individual and that each individual is of value
- Developing each person's self-esteem through support, encouragement and celebration of effort and talent.
- Listening to each other's views and opinions
- Being respectful, inclusive, caring and honest
- Teaching children how to regulate their emotions so they can independently manage their behaviour and make positive choices.
- We encourage wearing of appropriate school uniform to promote a whole school identity and encourage parents to support this so that all pupils are equal; we actively discourage pupils coming to school in sportswear/team colours.

A restorative approach supports the victim, 'giving them a voice', as well as listening to those who have harmed relationships or property, while working together to reach a solution. All staff at Sinclairtown Primary School make use of a restorative script when dealing with situations between pupils. The script is the same across the school and allows children to speak about incidents calmly, to get their voice heard, to support resolution of the incident.

We feel it is important to recognise that youngsters with specific additional needs are well supported by appropriate strategies for their individual needs.

Our policy requires commitment from all staff, parents/carers and pupils.

SCHOOL ETHOS

We want everyone in the community to see Sinclairtown Primary School as a caring school. We promote an ethos where good relationships exist between adults and pupils, pupils and other pupils and adults and other adults. Showing respect for each other and valuing self and others are high priorities. The development of pupil self-esteem is key to learning and we aim to forge strong links between home and school. As well as providing an appropriate curriculum to do this, we strive to promote independence and responsibility.

We are working together to ensure we remain a Rights Respecting School. The Rights Respecting School Award seeks to put the United Nations Convention on the Rights of the Child at the heart of a school's culture and ethos to improve well-being and develop every child's talents and abilities to their fullest potential.

ENVIRONMENT

We realise the importance of providing a stimulating environment and we are actively promoting the care of our school building and grounds. It is recognised that children are motivated to work and behave more positively in attractive, stimulating environments and class teachers will make every effort to create a pleasant and a purposeful atmosphere in the classrooms.

PASTORAL CARE OF OUR CHILDREN

At Sinclairtown Primary School we recognise the need for developing a good pastoral support system. We aim to form good working relationships with all our pupils in our care and act on information received from parents about home circumstances, which may affect the child's working day. We also enlist support of partner agencies or specialists who have an in-depth knowledge in particular areas, such as English as a second language, Educational Psychologists, Health professionals and 3rd sector supports from The Cottage, Barnardos etc.

Staff and Parents will work together to support pupils and reinforce good behaviour patterns consistently. Parents are regularly informed by a variety of methods including newsletters, SeeSaw etc. about events which are taking place in school. Parent/teacher/pupil appointments are made to discuss pupil progress and opportunities to visit the classroom are arranged for the children to share class activities' with parents.

HOW WILL WE ACHIEVE OUR AIM?

Pupils, staff and parents should take collective responsibility for promoting positive behaviour and an anti-bullying culture in school.

Pupils
- Pupils who display positive behaviour will realise that they are rewarded for this and that their actions benefit others as well as themselves
- Pupils who infringe rights of others during lessons and break times should be aware that their actions are taken seriously. Restorative action will be implemented in partnership with parents in line with School Values and Children's rights.
- Pupils should report all incidents of bullying behaviour and suspected incidents that other pupils may be afraid to report.
- Pupils should support each other and seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.
- Pupils should accept support from staff to resolve any bullying concerns.
- Pupils should be responsible digital citizens in school and beyond.
- Pupils should be positive role models for their peers, by showing others that discrimination of any kind is not okay and be pro-active in reporting any behaviours witnessed.

Staff
- Teachers have the day to day responsibility for classroom organisation and promoting positive behaviour.
- Teachers and Senior management will have appropriate training in anti-bullying approaches.
- In dealing with any incidents, staff will be guided by School Values, Children's rights and Rights Respecting Charters (which will be similar in each class and negotiated with pupils).
- School staff will treat all allegations of bullying seriously and report all incidents to a member of management/ named person who are required to ensure the children's safety.
- Senior management will follow all procedures for recording, managing and monitoring bullying incidents and supporting and managing children who have been bullied or bully.
- Bullying incidents will be recorded and monitored using the Bullying and Equalities module in SEEMIS, in line with guidance issued by the Directorate and Scottish Government.

Support Staff

This group includes: Support Assistants, Janitors, Catering and Cleaning Staff, Administrative/Clerical Staff.
- Support staff will treat children with care and respect, showing good manners
- Support staff will work with teaching staff to support pupils in adhering to Children's Rights and the Right's Respecting Charter.
- Support staff will report all incidents of bullying behaviours to a member of management.

Parents
- Parents should ensure support for and promote their child's health and wellbeing.
- Parents should encourage and monitor safe and responsible online behaviour.
- Parents should be familiar with school policy related to Anti-Bullying, Equalities and use of mobile devices.
- Parents should encourage their children to see school in a positive light and praise their child when he/she receives recognition of achievement/attainment
- Parents should support agreed restorative actions of our policy and/or visit the school so that the child, member of staff and parent can discuss together how the behaviour can improve.
- Parents should help to establish an anti-bullying culture outside of school and talk to their child about the importance of valuing people as individuals who make up our diverse society..
- Parents should speak to a member of management if their concerns are serious and ongoing.

ACTION- See Antibullying flowchart below

When an allegation of bullying behaviour is made we will take the following action:

Step 1: On seeing or receiving an allegation of a bullying behaviour the member of staff should listen and ascertain the facts of the alleged incident and decide whether it needs to be taken further.

Step 2: The member of staff should then decide on the appropriate action:
- Interviewing/talking to pupils involved
- Restorative conversation
- Pass on information to all relevant staff for the restorative conversations to take place
- Pass on to relevant staff for more thorough investigation

Step 3: A member of management will decide the next appropriate action:
- Interview pupils and/or staff who may have witnessed the behaviour
- Parental involvement if not reported by parent: telephone call or meeting
- Inform staff an incident has taken place
- Recording the incident on the SEEMIS Bullying and Equalities module
- Restorative meetings
- Monitor situation
- Apply appropriate consequences or sanctions
- Referral for further support if required
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Monitoring and Evaluation
A regular review of all bullying behaviour reports will be undertaken by a member of the management team to identify any significant trends. This will lead to appropriate action being taken if necessary.

INCENTIVES TO PROMOTE POSITIVE BEHAVIOUR

In order to promote and reinforce our Charter we feel it is important to adopt a system, which recognises different achievements.

Self-esteem is the personal picture that we have of ourselves – our strengths and our limitations. This self-image is built by all the positive or negative responses of the people with whom we come into contact.

We believe low self-esteem affects behaviour, learning and relationships. We recognise that every person needs praise, success, recognition and affection and plan to support this.

All staff will use the same approach to establish and maintain consistency.
They will:
- Trust, respect, encourage, and listen to every child
- Ensure the child knows that it is the behaviour that is disliked and not the person

Recognition of Achievement
Assembly certificates
Celebrating success in and out of school through our Sinclairtown Stars award

House System
All children will be allocated a 'House' when they enrol. The 4 houses are Gallatown, Beveridge, Dunnikier and Ravenscraig. House Captains and Vice-Captains from Primary 7 are appointed annually.

House Points
All teaching and non-teaching staff can award house points e.g. for positive behaviour, kind and caring attitude, good manners etc. Sports Day achievements will also be awarded with house points.

Be Cool In School
Classes will be involved in this programme, which aims to promote a positive atmosphere in our school and reinforce anti bullying behaviour strategies. School can be a challenging social setting or everyone at different times. We recognise that there are times when children may feel upset and need support e.g. they may feel frustrated, upset or angry. It is crucial that we teach our pupils important life skills to help them cope at these times.

Buddies
Primary 1 matched with Primary 5 pupils
Primary 2 matched with Primary 6 pupils
Primary 3 matched with Primary 7 Pupils
When a child starts school at Sinclairtown, they are assigned a buddy who they will be partnered with for 3 years.
In Primary 1 the children will spend breaks together throughout the first term.
Throughout the school year there will be 'Buddy Afternoons' where the children will meet in classes and enjoy fun activities together.

Playground leaders
A group of Primary 6 children who support positive play for all in the playground by organising games sessions and play equipment

Useful supports:

Rights Respecting Schools

UNCRC

The Equality Act 2010

Respect Me

Childline

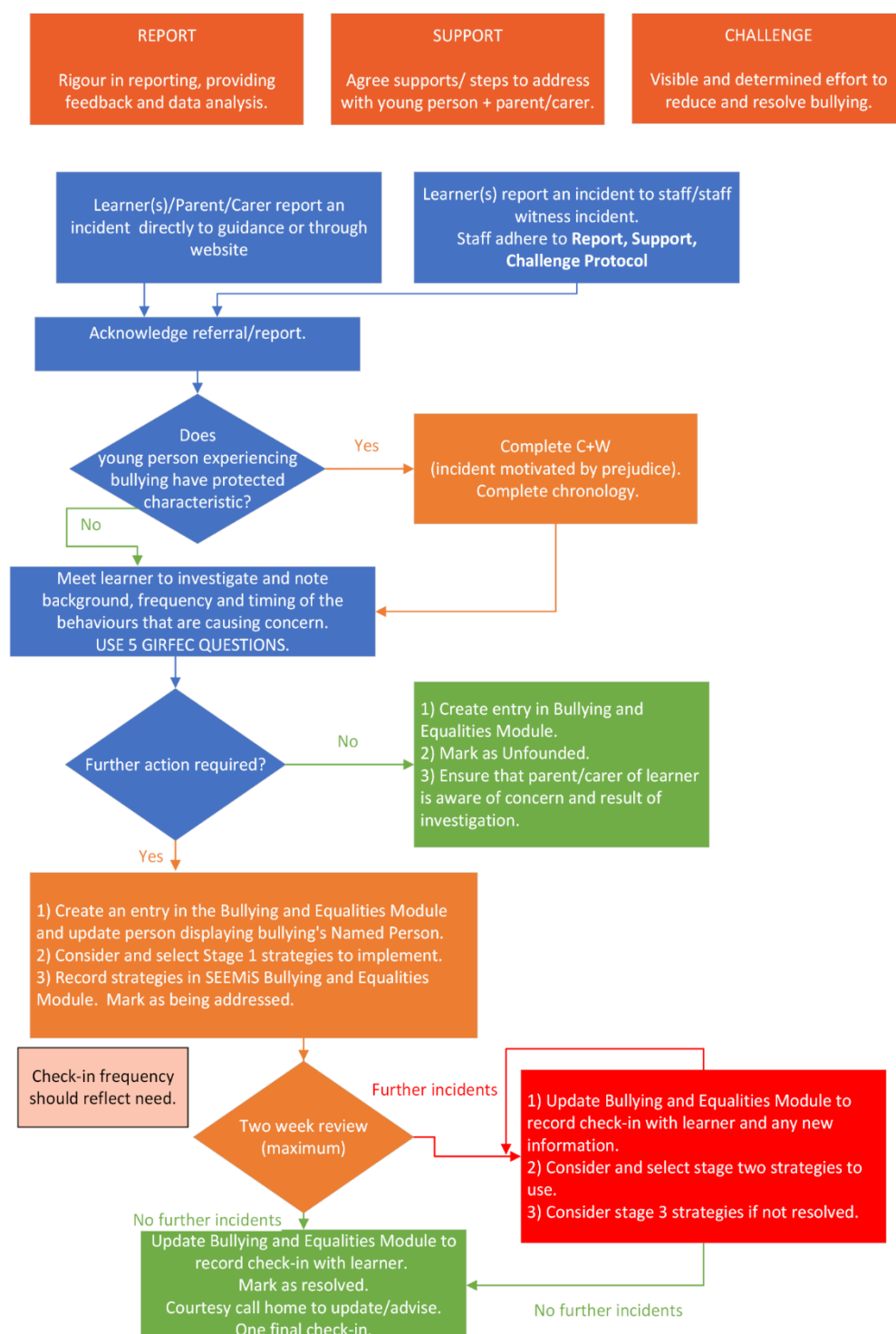Mentors in Violence Prevention

A summary of anti-bullying resources | Bullying | Resources | Education Scotland

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People

Antibullying Flowchart - Primary Sector

REPORT

Rigour in reporting, providing feedback and data analysis.

SUPPORT

Agree supports/ steps to address with young person + parent/carer.

CHALLENGE

Visible and determined effort to reduce and resolve bullying.

Stage 1 Strategies

Always consider how to give the learner experiencing bullying back a sense of control based on their view.

Consider using the following:

1) "Respect Me" guide to help with learner. Help the learner to suggest some realistic options that they can try to address the behaviour, and support them to do so (blogging, writing, listening in confidence, referring to leaflets, universal strategies).

2) Restorative conversation led by class teacher.

3) Restorative conversation led by SLT.

Learner(s)/Parent/Carer report an incident directly to guidance or through website

Learner(s) report an incident to staff/staff witness incident.
Staff adhere to **Report, Support, Challenge Protocol**

Acknowledge referral/report.

Does young person experiencing bullying have protected characteristic?

— **Yes** → Complete C+W (incident motivated by prejudice). Complete chronology.

No

Meet learner to investigate and note background, frequency and timing of the behaviours that are causing concern. USE 5 GIRFEC QUESTIONS.

Further action required?

— **No** →
1) Create entry in Bullying and Equalities Module.
2) Mark as Unfounded.
3) Ensure that parent/carer of learner is aware of concern and result of investigation.

Yes

1) Create an entry in the Bullying and Equalities Module and update person displaying bullying's Named Person.
2) Consider and select Stage 1 strategies to implement.
3) Record strategies in SEEMiS Bullying and Equalities Module. Mark as being addressed.

Stage 2 Strategies

Targeted interventions whilst considering how to give the learner back a sense of control.

1) Combination of stage 1 strategies/utilise strategies not used already.

2) Involvement of parents/carers - meeting, request support at home.

3) Change of provision.

Check-in frequency should reflect need.

Two week review (maximum)

Further incidents →
1) Update Bullying and Equalities Module to record check-in with learner and any new information.
2) Consider and select stage two strategies to use.
3) Consider stage 3 strategies if not resolved.

No further incidents

Update Bullying and Equalities Module to record check-in with learner.
Mark as resolved.
Courtesy call home to update/advise.
One final check-in.

No further incidents

Stage 3 Strategies

Consider Educational Psychology/ Education Manager involvement.

Consider multiagency planning meeting.

Respect Me - National Definition of Bullying.

Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this their sense of 'agency'.

age disability gender reassignment marriage & civil partnership pregnancy & maternity race religion or belief sex sexual orientation

POVERTY

Behaviour Expectations at Sinclairtown Primary School

Children Will

- Help each other REACH
- Understand that every child has rights and what these rights are
- Understand how the UNCRC relates to SHANARRI
- Be involved in decisions which affect them
- Speak to each other nicely
- Not play rough

Adults Will

- Help children REACH
- Treat everyone fairly and equitably
- Work towards GIRFEC using SHANARRI wellbeing indicators
- Children's rights will underpin our work and decisions
- Recognise children who are REACHing
- Have restorative conversations with children who are not REACHing based on our restorative script

R espect

E veryone included

A mbition

C aring

H onesty

What Happens when we REACH

- We will be awarded house points
- We will receive certificates at assembly and our name will be added to the REACH wall
- Children who are reaching will be invited to Mrs Bradshaw or Mrs McQuade's REACH meeting

What happens when we do not REACH

- A playground leader or teacher will be informed
- A restorative conversation will take place at a time which does not affect the learning of other children
- If necessary, Mrs Bradshaw or Mrs McQuade and parents will be informed

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Special Arrangements

- Procedures are in place to ensure all children are monitored under the principles of GIRFEC

- Any concerns are noted and filed in 'Latest Pastoral Notes' or child protection folders

- Any incident of a bullying nature will be recorded and dealt with according to the school Anti-bullying Policy

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You can never aim too high!"

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Staff

- All staff will participate in Child Protection updates at the beginning of each school session

- Staff will participate in relevant CPD

- Identified 'Named Person', Anti-Bullying SPOC, Child protection coordinators are all in place

- School are aware of supports which can be put in place to help our children and families

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Relevant and supporting documentation

- Contact details for the Rights, Support and Wellbeing Team and links to further information about positive behaviour approaches - www.educationscotland.gov.uk/supportinglearners/positivelearningenvironments/positivebehaviour/contactamember.asp

- Information on Health and Wellbeing in Curriculum for Excellence including experiences and outcomes, responsibility of all and support materials - www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/healthandwellbeing/index.asp

- Information on Getting it Right for Every Child including named person, lead professional and the national practice model - www.scotland.gov.uk/Topics/People/Young-People/gettingitright

- Information on Additional Support for Learning including the Supporting Children's Learning Code of Practice, the long term plan of support for implementation and progress reports - www.scotland.gov.uk/Topics/Education/Schools/welfare/ASL

- Parentzone - Information for parents about education in Scotland and ideas to help parents support their child' learning - www.educationscotland.gov.uk/parentzone/index.asp

- Respectme - Scotland's Anti-Bullying Service. Information and advice on all aspects of bullying for practitioners, parents and pupils. Includes details of respectme's free training programme, advice on policy development and campaigning work - www.respectme.org.uk

- Scottish Government pages on the Early Years Framework including the Early Years Collaborative as well as the National Parenting Strategy - www.scotland.gov.uk/Topics/People/Young-People/Early-Years-and-Family

- Links to reports from Behaviour in Scottish Schools Research 2009 and 2012 - www.scotland.gov.uk/Publications/2009/11/20101438/0, www.scotland.gov.uk/Publications/2012/10/5408

- Pupil Inclusion Network Scotland - network which supports the work of voluntary sector and partners with pupils who are vulnerable or excluded - www.pinscotland.org

- United Nations Convention on the Rights of the Child - www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx https://www.gov.scot/groups/uncrc-implementation-embedding-in-public-services-group/