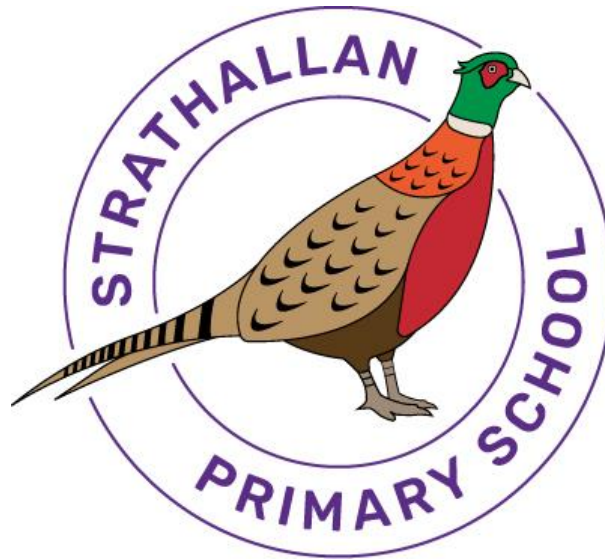


Strathallan Primary School & ELC

Anti-Bullying Rationale

August 2024

Date to be reviewed: Session 25/26 Consultation



Links with UNCRC

The child is protected against all forms of discrimination or punishment **(Article 2)**

The best interest of the child must be a top priority in all actions concerning children. **(Article 3)**

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously. **(Article 12)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. **(Article 29)**

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. **(Article 31)**

At Strathallan Primary School and ELC we understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment. This is underpinned by our school values:

- Ambition
- Caring
- Included
- Respect

Our staff, pupils, parents and partners supported us in creating these values which underpin our vision of all our pupils to be included and safe in their learning environment. As a school we display respect for dignity, inclusion and the rights of children and young people.

This rationale reflects the Scottish Government guidance; “Respect For All: The National Approach to Anti-Bullying for Scotland’s Children and Young People.”(2017), and the national guidance relating to the recording and monitoring of bullying incidents. Fife Council Education and Children’s Services Directorate and our school is committed to the personal and social wellbeing of all children and young people growing up in Fife.

Strathallan Primary School and ELC, through all staff who work within it, is unequivocally opposed to bullying.

What is Bullying Behaviour?

Bullying is both behaviour and impact; the impact on a person’s capacity to feel in control of themselves. This is what we term as 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. This behaviour happens “to” someone and it will impact upon them. (Respectme, 2015)

The nationally agreed definition of bullying is as follows:

“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.” (Scottish Government, 2024)

In addressing the issue of bullying, we recognise that children will naturally fall in and out of friendships throughout their time at Strathallan Primary School and ELC. 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 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. It can also create confusion around the nature of response or intervention which is required to get best outcomes for children. Bullying is a mixture of behaviours and impacts, and adult intervention should be guided by the impact on the child.

Bullying of any nature is a breach of children's rights and our rationale provides a clear commitment to challenge all types of prejudice-based bullying behaviours and language against someone's:

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

(Equality Act, 2010)

Although only 7 of these characteristics may apply in schools; age, marriage and civil partnerships are also considered to be relevant as children may be subject to bullying as a result of these characteristics applying to their parents, carers or other family members. This strategic policy also recognises the rights of those whose sexual orientation includes lesbian, gay, bisexual and transgender.

For further information on prejudice-based bullying, please see Fife Council's Anti-Bullying Policy. Alternatively, you can find more information at: www.respectme.org.uk/bullying/prejudice-basedbullying

We also recognise the potential vulnerability of children in relation to the following:

- Asylum seeker or refugee status
- Gypsy and/or Traveller status
- Body Image
- Looked after status
- Social or economic status
- Young carer responsibilities
- Imprisonment of parents, siblings, or other family members

How our ETHOS at Strathallan PS & ELC Combats Bullying Behaviours

At Strathallan Primary School and ELC, 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 at Strathallan Primary School and ELC at all times 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.

Our school vision, values and aims were developed in partnership with our children, staff, parents/carers and wider community partners and as a school and ELC we strive to display our core values of Ambition, Caring, Included and Respect at all times.

How we reinforce this ETHOS at Strathallan PS & ELC

Good relationships between staff, pupils and parents are crucial in promoting this positive school ethos. A positive approach based on encouragement, praise and realistic target setting, underpinned by a restorative approach will prove to be far more effective (and also less stressful for the teacher) than a regime based upon the achievement of good discipline through punishments.

As a Rights Respecting School, Strathallan is a school and ELC where everybody feels valued and has the right to learn, play and develop their talents and to be respected. We have a Positive Behaviour and Relationships Policy (refresh due in 2025-2026) that promotes a restorative approach and focuses on promoting and celebrating positive behaviour choices.

Responsibilities of Senior Leadership Team, Staff, Pupils and Parents

Senior Leadership Team:

The Child Protection Coordinator (CPC) to ensure that an anti-bullying policy is developed, implemented, maintained and communicated effectively (e.g. easily accessible on school website).
The CPC to be responsible for ensuring that the school anti-bullying policy is up-to-date (reviewed on 2-year cycle) and ensuring that anti-bullying training provided by the Directorate is undertaken by school staff.
The policy to be embedded and reviewed in School Improvement Plans, linked with targets for school ethos, and will articulate with the curriculum through the school's Personal and Social Development/Health & Wellbeing programme.
In all establishments and services, the policy's development and regular review to result from a genuine partnership between staff, children and parents/carers. Critically this process will include considering child and parent/carer feedback, both planned and unsolicited, and consultation with the wider community and partners.
Appropriate training/awareness raising of the latest practice in anti-bullying approaches to be made available to staff, children, parents and carers. Where necessary support will be sought from the Directorate to ensure this requirement is met.
On an annual basis, anti-bullying policy and practice to be included in at least one professional development session.
Talk to learners often about anti-bullying approaches.
Engage with parents/carers/families often about anti-bullying approaches.
Bullying incidents to be recorded and monitored using the Bullying and Equalities module in SEEMiS, in line with the guidance issued by the Directorate and the Scottish Government.
Anti-bullying 'Power BI' Report (updated monthly) to be analysed and discussed at a strategic level, with appropriate strategies and interventions identified to address emerging trends.
Out of School clubs to develop policies which align effectively with school policies and ensure the effective exchange of relevant information.

All Staff:

are fully conversant with the establishment or service's anti-bullying policy and contribute to its review and development as required.
fully understand and follow procedures for recording, managing and monitoring bullying incidents and supporting and managing children who have been bullied or been bullied.
share relevant information concerning individual children and incidents of bullying with the child's Named Person or other professionals as required to ensure children's safety.
include self-evaluation of this aspect of their practice, as part of the wider care and welfare agenda, within their regular review of continuing professional development.

Children:

Report to an appropriate member of staff if they experience behaviour that makes them feel unsafe or disempowered.
Accept support from staff to resolve any bullying concerns.
Be pro-active school citizens, by engaging in activities which support and promote equality, diversity and inclusion. This might include participating in Mentors in Violence Prevention (MVP), for example (see Fife Recommended Approaches).
Exercise being safe and responsible when connecting with others in an online context.
Be positive role models for their peers, by showing others that discrimination of any kind is not okay and being pro-active in reporting any behaviours witnessed.

Parent/Carers & Families:

Ensure, support and promote their child's health and wellbeing.
Encourage and monitor safe and responsible online behaviour.
Talk to an appropriate member of school staff if their child needs help/ if a bullying concern arises.
Be familiar with school policy related to Anti-bullying, Equalities and use of Mobile Devices.
Work in partnership with school staff to resolve bullying concerns and contribute towards an ethos of tolerance and non-discrimination.
Talk to their child(ren) about the importance of valuing people as individuals who make up our diverse society.

What will happen if a concern about bullying behaviour is raised/observed at Strathallan PS and ELC?

Incidents of bullying behaviour at Strathallan Primary School and ELC may be raised by pupils, parents/carers and staff. Below is how to contact us and the Anti-bullying flowchart that we follow.

How to Contact Us:

If you feel concerned that your child may be experiencing bullying - or if you become aware of bullying behaviour - Please contact us at school through the following channels:

1. Email the school office at strathallanps.enquiries@fife.gov.uk
2. Phone the school office on 01592 583434
3. If Mr Cobb or Mrs Cunningham are unavailable, please ask for a message to be shared with us and we will respond to you within 2 working days.
4. Please work in partnership with us and allow us the opportunity to address your concerns, before posting publicly on social media channels.

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.

Stage 2 Strategies

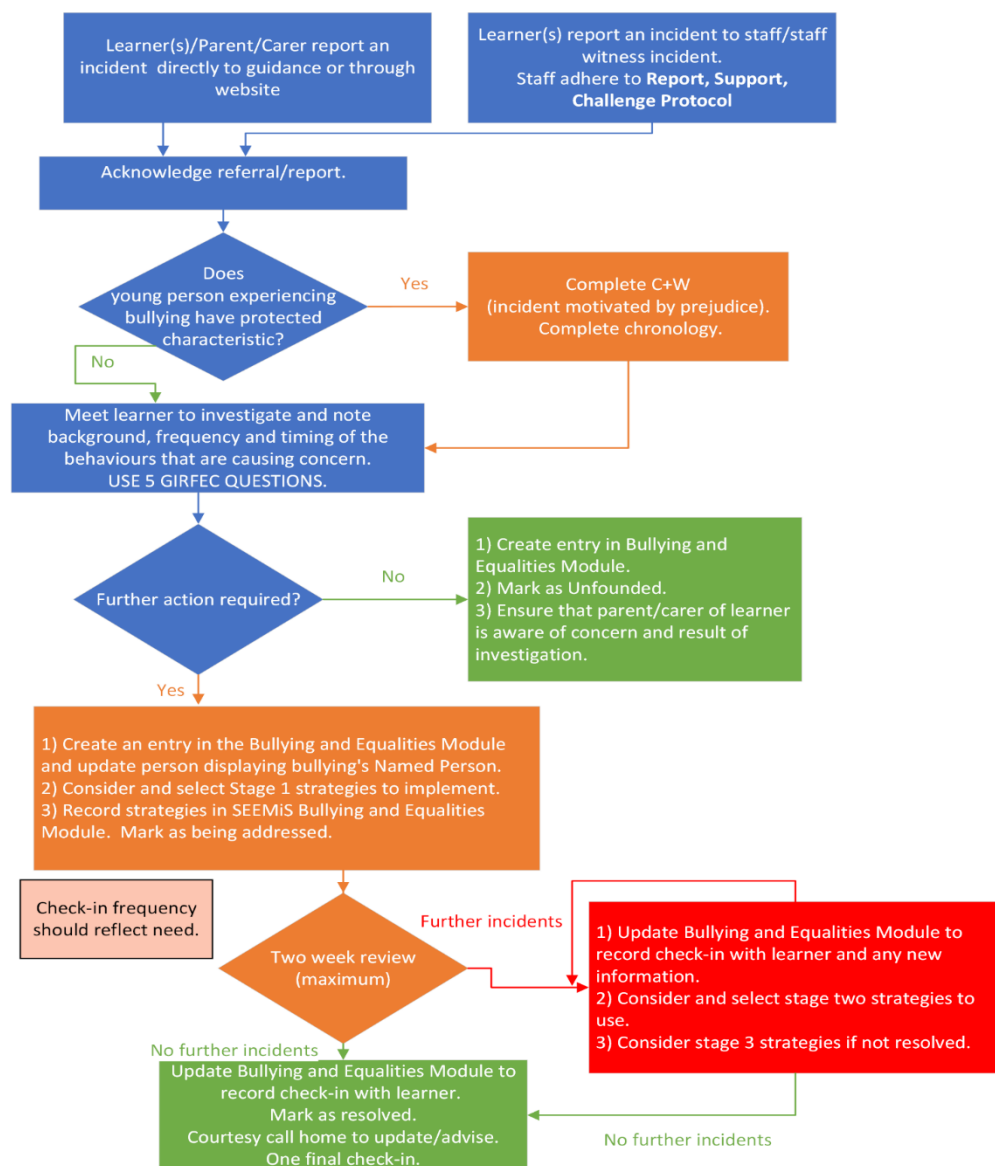
Targeted interventions whilst considering how to give the learner back a sense of control.

- 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.

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'.



APPENDIX A Strathallan PS/ELC – Bullying Incident Form

Name of Child(ren) Experiencing:		Name of Child(ren) Displaying:	
Incident Date(s):			
Incident Time(s):			
Incident Location(s): <i>(In Class, Corridor, Lunch Hall, Playground, Community etc...)</i>			
Nature of Incident (select all that apply):			
Name Calling, Teasing, Put Down or Threatened		Targeted because of who they are/perceived to be	
Hit, Tripped, Pushed or Kicked		Spreading Rumours	
Abusive Messages Online/Phone/Gaming/social media		Being Ignored	
Belongings taken or damaged		Other (please specify):	
Incident Detail:			
Perceived Reason(s) for Bullying:(Select All that Apply)			
Actual or Perceived Sexual Orientation (e.g. homophobic, bi-phobic)		Additional Support Needs	
Asylum Seekers or Refugee Status		Body Image and Physical Appearance	
Disability		Gender Identity or Trans Identity	
Gypsy/Travellers		Care Experience	
Marriage/Civil Partnership of Parent/Carers or other Family Members		Mental Health	
Pregnancy and Maternity		Race and Racism Including Culture	
Religion or Belief		Sectarianism	
Socio-economic Prejudice		Young Carer	
Not Known		Other (please specify)	
Reported By:		Reported To:	
Date:		Date:	
Action Taken:			
Incident conclusion (select one)			
Being Addressed			
Resolved			
Not Resolved			
Unfounded			
Action Taken By: (Name, Position, Date)			