

# Broomhill Primary School

## Anti-bullying Policy



# Anti-bullying Policy

## Rationale

Bullying behaviour is never acceptable within Broomhill Primary School. All children have an entitlement to work and play in a learning environment in which they feel valued, respected and safe, and are free from all forms of abuse, bullying or discrimination. To achieve this we strive to provide a supportive, inclusive ethos that promotes respectful, responsible and confident relationships.

Bullying affects individuals, families and relationships as well as a child's education, participation and wellbeing. Bullying should not be regarded as a normal part of growing up. We aim to ensure children and their parents/carers have the skills and resilience to prevent and/or respond to bullying appropriately. We want everyone who requires help to know who can help them and what support is available.

This anti-bullying policy provides guidance for pupils, staff and parents/carers on the prevention, identification, management and recording of incidences of bullying and discriminatory behaviour. It incorporates advice from:

- [Respect for All: The National Approach to Anti-Bullying](#) for Scotland's children and young people.
- Education Services [Anti-bullying Guidance](#), which is set within the context of Glasgow's ambition to be a nurturing city and its overarching policy on [inclusion](#).

School's responsibilities and expectations in relation to bullying are enshrined in the following legislative and policy frameworks:

- [United Nations Convention on the Rights of the Child](#) - where bullying is a breach of children's rights.
- [Getting it Right for Every Child](#) - the national approach to improving the wellbeing of young people aspires that they should be safe, healthy achieving, nurtured, active, respected, responsible and included. Using the wellbeing indicators is a practical way of respecting children's rights.
- [Curriculum for Excellence](#) - the national curriculum aims to enable every child and young person to develop as a successful learner, confident individual, responsible citizen and effective contributor.
- The [Equality Act 2010](#) – creates a duty on public bodies in Britain (such as schools) to eliminate discrimination, harassment and victimisation, advance equality and foster good relations between those with protected characteristics and others. The protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; and sexual orientation.

### Article 19

You have the right to be protected from being hurt and mistreated in body or mind.

## What do we mean by bullying?

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting, threatening or teasing
- Physical – hitting, pushing, kicking, tripping or any use or threat of violence. Taking or damaging someone's belongings.
- Racist - taunts, name calling, graffiti, gestures or hitting.
- Sexual - unwanted physical contact or abusive comments.
- Homophobic, biphobic or transphobic - a range of negative attitudes, feelings or actions directed at someone who is or is perceived to be lesbian, gay, bisexual or transgender (LGBT).
- Verbal – name calling, sarcasm, put down, threatening, spreading rumours or teasing.
- Online - sending abusive or threatening mobile calls or texts.

### National Definition of Bullying

Bullying is both behaviour and impact; the impact is 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 face to face and online.  
(Respectme, 2015)

This can harm people physically or emotionally and, although the actual behaviour may not be repeated,

the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions or the fear of these. This is not an exhaustive list and it is important to consider impact, rather than intent and persistence when defining bullying behaviour.

## Prejudice Based Bullying

Prejudice based bullying can be motivated by any characteristic unique to a child or young person. We will work to safeguard any child who may experience bullying as a result of a real or perceived difference affecting them or a group to which the child is perceived to belong. We will respond to any prejudice based bullying, as identified in the Equality Act 2010: these are in bold below. Note - Age and Marriage/civil partnership do not apply in schools. The prejudice based characteristics which apply directly or indirectly to pupils (and adults) in school are:

- Care Experienced Children & Young People
- **Marriage/Civil partnership**
- **Race**
- **Religion or belief**
- Sectarianism
- **Sex**
- **Sexual orientation**
- Young carers
- Socio-economic factors
- Additional Support needs
- **Age**
- Asylum seekers and refugees
- Body Image & Physical Appearance
- **Disability**
- Gypsy/Travellers
- **Gender reassignment**
- **Pregnancy and maternity**
- Children who have parents/carers in prison

Appendix 1 outlines the school's approach to homophobic, biphobic and transphobic language and bullying.

## Online Bullying

Online or cyber bullying is often the same type of behaviour as other bullying, for example name-calling, spreading rumours and leaving people out, but it takes place online, For example on social networking sites, in chat rooms, and via mobile technologies, gaming and instant messaging platforms. The impact of this can be as hurtful and damaging as other forms of bullying behaviour. This will be taken as seriously as any other form of bullying. Children will be made aware of the far-reaching consequences of posting inappropriate or harmful content on forums, websites, social networking platforms etc. Awareness of cyber bullying is addressed in our Health and Wellbeing programme.

## Possible Signs of Bullying

Children and young people may display a wide range of signs that may indicate that they are being bullied or perceive that they are being bullied. Some of the signs that staff should look out for may be:

- Change in attendance at school
- Change in achievement levels
- Unexplained injuries, neglect of appearance, torn clothing
- Changes in sleep patterns
- Changes in eating pattern
- Social withdrawal/isolation
- Mood changes / Depression / Suicidal thoughts
- Changing social media accounts

## Impact of Bullying

It is crucial to take into account the impact that bullying behaviour has on a child or young person. The impact of an incident is more important than whether it is classified as bullying. Bullying is a behaviour which leaves people feeling helpless, frightened, anxious, depressed or demeaned. Actions can affect people in different ways and this should be taken into consideration.

If staff are unsure if behaviour is bullying, look at the effect it is having on the child. It can be the case that one child says something unpleasant to another, but this is not always a case of bullying as it has no real impact on the child. Such behaviour should always be challenged, even if it is not bullying.

## Use of Labels

When talking about bullying, it is important not to label young people as ‘bullies’ or ‘victims’. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children need help to understand why bullying behaviour is wrong in order that they can change it.

## School Ethos to Prevent Bullying

Broomhill Primary School uses a range of pro-active, preventative strategies to reinforce the message that bullying is never acceptable. Examples of these include:

- Anti-bullying lessons through Health and Wellbeing and PATHs
- Activities to mark the annual Anti-bullying Week in November
- Anti-bullying film competition in P6-7 and Anti-bullying poster competition in P1-5
- Specific question about bullying in annual pupil questionnaires
- Anti-bullying Ambassadors Programme (new development in 2021-22)
- Specific question about bullying at the start of each new session when agreeing the Class Charter
- Learning related to children’s rights and responsibilities
- Use of worry/communication boxes to allow confidential expressing of concerns
- Staff modelling behaviour that is respectful, nurturing and caring
- Staff training

If you are a person who is experiencing bullying behaviour, a person who is demonstrating bullying behaviour or a member of staff or parent who is supporting someone please contact a member of the school leadership team for support and guidance.

Role of the pupil	Role of staff members in school	Role of parents/carers
<ul style="list-style-type: none"> <li>▪ Action will be taken if you tell an adult you trust. You may feel comfortable telling a parent, teacher or family member.</li> <li>▪ If you are aware of someone else who is experiencing bullying behaviour, report it.</li> <li>▪ If you are displaying bullying behaviour and you don’t know how to stop – speak to someone and ask for help.</li> <li>▪ Be involved in restorative conversations with all parties.</li> <li>▪ Feel confident and supported when sharing your views and feelings.</li> <li>▪ Engage positively with lessons around the topic of bullying</li> <li>▪ Develop self-regulation skills.</li> <li>▪ Understand the impact of your actions on others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be fully aware of our anti-bullying policy.</li> <li>▪ Contribute to the writing and review of the policy.</li> <li>▪ Follow the procedures for addressing, recording and monitoring bullying incidents.</li> <li>▪ Take any concerns of bullying behaviour seriously and investigate matters timeously and thoroughly. Take appropriate action and keep parents informed.</li> <li>▪ Support children who have experienced bullying behaviour or have demonstrated bullying behaviour. Listen and respond accordingly. Agree a plan for ongoing support.</li> <li>▪ Share relevant information concerning individual children and incidents of bullying with the child’s parent or other professionals as required</li> <li>▪ Monitor own practice regularly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be aware of any changes in behaviour. Any change is worth noting.</li> <li>▪ Monitor your child’s online activity and refer to useful sources of information regarding internet safety.</li> <li>▪ Support your child in learning about bullying and share the school’s anti-bullying message.</li> <li>▪ Contact the school as soon as possible should any incidents arise. Phone or email the depute for your child’s stage or the headteacher.</li> <li>▪ Keep a record if bullying behaviour persists – who, what, when, where.</li> <li>▪ Work in partnership with the school to support your child, whether your child is <b>experiencing</b> bullying behaviour or <b>displaying</b> bullying behaviour.</li> </ul>

## Investigating Reports of Bullying

The member of teaching or support staff to whom the incident is first reported, or who has witnessed the incident, will take the incident seriously.

- Your response is vital - listen with full attention
- Let the child know bullying is never acceptable; they deserve to feel safe and be taken seriously
- Ask - what do they want you to do?
- Encourage them to talk, finding out what happened, who was involved, where and when, how it is affecting them - write it down if that helps
- Help to restore agency- explore options to deal with it, coping strategies, techniques to build resilience
- Follow school processes to report and record.

### Questions to ask

Respectme recommend that staff ask the following five questions:

1. What was the behaviour?
2. What impact did it have?
3. What does the child or young person want to happen?
4. What do I need to do about it?
5. What attitudes, prejudices or other factors have influenced the behaviour?

They will inform a member of the leadership team (PT, DHT or HT), who will investigate. The investigator will:

- Interview the pupil(s) involved.
- Interview any witnesses to the behaviour or incidents.
- Listen to the individual perspectives of all involved.
- Ask the pupil(s) experiencing bullying behaviour what they wish to see resulting from the investigation.

If the investigation necessitates action to be taken, the investigator or appropriate staff member will:

- Make it clear the type of behaviour exhibited is unacceptable.
- Work with the person showing bullying behaviour to make them aware of the impact of their actions on others.
- Support the person showing bullying behaviour using restorative practices to improve their behaviour and prevent a recurrence.
- Involve members of staff, including, if appropriate, staff in other agencies, who support the young person experiencing bullying behaviour and the person displaying bullying behaviour.
- If appropriate, inform parents/carers of the incident and any action taken, seeking to work in partnership.

Further action may be taken against the pupil/s displaying bullying behaviour, which may include exclusion from class for a period, exclusion from a class or whole-school treat. If interventions fail and the matter persists then a child may be excluded from school.

Support for the young person experiencing bullying behaviour is given immediately following the incident and during an agreed period of monitoring. This support will normally be facilitated by the person conducting the investigation.

### Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

## Responding to Bullying

Our approach to bullying is rooted in, and clearly reflects, our shared school values of **respect, kindness, aspiration, integrity and teamwork**. Responses to bullying also focus on developing resilience and promoting positive relationships between children.

It is important to ensure that the pupil who has experienced bullying behaviour feels listened to and supported. It is also important to help young people who demonstrate bullying behaviour by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We aim to challenge prejudice and offer the opportunity to learn and change behaviour. Consideration is always given to any factors that may impact upon a young person's well-being, including the additional support needs of those involved.

## Recording and Monitoring of Bullying and Discriminatory Incidents/Alleged Incidents on the SEEMiS Bullying & Equalities Recording Module

In 2019 the Scottish Government requested that all local authorities record all incidents of pupil peer to peer bullying in a standardised manner using the SEEMiS Bullying and Equalities Recording Module. All Glasgow City Council schools and early learning centres have access to the Seemis system and there is an expectation that it is used consistently to record incidents and actions taken within their school. Recording incidents only in Pastoral Notes or using any other format is not acceptable practice.



The Scottish Government collect data from local authorities around incidents of bullying behaviour. Anti Bullying and Equalities data is now considered in all school inspections.

The purpose of the Seemis Bullying and Equalities module is to enter and maintain incidences that are reported to the school. The nature of the incident and motivations can be recorded, along with actions taken.

A member of our senior leadership team or a PT will enter a Bullying & Equalities Incident onto SEEMiS.

A training module can be accessed in SEEMiS Click&Go via the following menu pathway: **Application – Management – Bullying & Equalities**

SEEMiS have also produced a short training video which will guide users through the process of entering a Bullying & Equalities Incident onto the SEEMiS system. You can access this video by following the link below and entering your SEEMiS **username** and **password**.

<https://email.gsn.local/owa/Headteacher@broomhill-ri.glasgow.sch.uk/redir.aspx?C=sA300vCceUGKzXF0m-YRCmLq4hsJ0xCR7ZGovCmNW8ptPX1ZjFzXCA..&URL=https%3a%2f%2fwww.seemis.gov.scot%2findex.php%2ftraining%2fvideos%2fbullying-equalities-video>

### Further information and advice

- If a child is being bullied and would like to speak with an adult in confidence they can contact **Childline** on **0800 1111**
- **Childline's website** has a bullying section for young people and adults. Visit [www.childline.org.uk](http://www.childline.org.uk)
- **Parents/carers** worried about their child can access further information or advice by visiting [www.parentlinescotland.org.uk](http://www.parentlinescotland.org.uk)
- **Respectme** is Scotland's Anti-bullying Service. Their website offers practical advice 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 are being bullied. Visit [www.respectme.org.uk](http://www.respectme.org.uk)
- **Homophobic bullying** - LGBT Youth Scotland offers information on and support for lesbian, gay, bisexual and transgender young people. Visit [www.lgbtyouth.org.uk](http://www.lgbtyouth.org.uk)
- **Childnet International** works in partnership with various organisations to help **make the internet a safe place for children**. Visit [www.childnet.com](http://www.childnet.com)
- **CEOP – The Child Exploitation and Online Protections Centre** website provides information and advice for online safety. Visit <http://ceop.police.uk>

### Appendix 1: **Challenging Homophobic, Biphobic and Transphobic Language**

**Homophobic, biphobic and transphobic (HBT) language and bullying is unacceptable and not tolerated in our school.** Children will be taught about respectful behaviour from Primary 1. The inappropriate use of homophobic language will be explicitly taught as part of RSHP at Primary 3 and biphobic and transphobic bullying taught at p5. Each year all classes will create a Class Charter, to reflect, in children’s own words, their commitment to children’s rights and responsibilities, including respectful behaviour and relationships.

Staff guidance on how to respond to HBT language.

**A pupil (or group of pupils) makes a HBT remark, such as using the word ‘gay’ as a negative.**

**Action:** staff should speak with the child and send a strong message that homophobic language and behaviour will not be tolerated. The teacher or SfLW will make a record of the incident in the new class Bullying & Equalities log for communication with the SLT and monitoring purposes.

The staff member will explain to the pupil/s that using this word in this manner is hurtful, derogatory and not acceptable in BPS, or anywhere. The impact of the negative use of the word 'gay' will be explained and that the school finds it unacceptable to use the word in this way.

**Phrases that may be used:**

- Why did you use the word gay in this way? Do you know what it means?
- Are you aware that using the word gay in this way is homophobic?
- Are you aware that what you said could hurt someone who identifies as gay?
- Using the word gay in this way is not acceptable. This is an inclusive school.



The pupil should understand the sanctions that will apply if they continue to use homophobic language. These includes a letter of reflection and involving their parents/carer.

The SLT investigating the matter will record the incident directly in Pastoral Notes and/or on the Seemis Bullying and Equalities System, depending on the incident. **Does it stop?**

The pupil begins to understand that homophobic language is unacceptable and it stops. Pupils who experience homophobic bullying will be more confident about discussing other incidents with staff if the school is seen to tackle incidents.

Refer the incident to a member of the senior leadership team who will reinforce the message that homophobic language and behaviour will not be tolerated. The above phrases will be used to support reflection. **Does it stop?**

Invite parent/carer in to discuss the attitude of the child. Explain why this policy is important as part of our anti-bullying policy. Explain all pupils should be able to feel safe at school. Reiterate that they have an obligation to help school uphold policies. **Does it stop?**

In some circumstances it can take time to teach young people that homophobic bullying is unacceptable. If the behaviour continues the child will be further supported with targeted interventions, in discussion with the parent/carer.