

King's Park Primary School Anti-Bullying Policy

Glasgow City Council states in its Every Child are Included and Supported Guidance, '***Bullying behaviour is never acceptable within Glasgow City Council's schools. All children and young people 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***'

At King's Park Primary, we aim to create an environment where bullying cannot thrive. Our ethos is all about creating a place where people feel safe and included. This policy should always be read in conjunction with Glasgow City Councils Every Child is Included and Supported Guidance (Anti-Bullying).

Through our Values of Respect, Honesty, Caring, Wellbeing and Achieving Potential, we build positive relationships across the school community with the aim of being able to respond to and resolve any bullying issues effectively.

What is Bullying

Bullying is made up of two things, what someone did and the impact it had. It is a combination of behaviours such as name calling and threats that make people feel frightened worried or hurt. Bullying can happen face to face and online.

We use the same definition as Glasgow City Council and the National Guidance in Scotland called Respect for All. This can be found here <http://www.gov.scot/Publications/2017/11/6766>

Bullying is both behaviour and impact: the impact is on a person's capacity to feel in control of themselves. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out.

This behaviour 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 behaviour can include:

- Being called names, teased, put down or threatened face to face/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 (face-to-face and/or online)
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

A recent National Survey indicated that 60% of bullying took place offline, 19% online and 21% both online and offline

Prejudice

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 discriminatory behaviour.

Everyone who attends King's Park and their families should not be subjected to prejudice or discrimination. Our staff will challenge language and behaviour that relates to someone's

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

We also recognise that people experience prejudice for other reasons, like being a young carer, being looked after or because their family is affected by poverty. King's Park Primary will promote and celebrate diversity and respect the diverse and dynamic nature of our school community.

A more detailed list and description of prejudice-based bullying can be found in Respect for All, this information is included in Glasgow City Council's Every Child is Included and Supported Guidance also.

Children's Rights

Children have the right to be safe. Children's Rights sit within a document called the United Nations Convention on the Rights of the Child UNCRC. The UNCRC has 54 articles that cover all aspects of a child's life and sets out rights that all children everywhere are entitled to. This includes the right to be safe, the right to an education and to have your views taken into account. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. We will make sure that our anti-bullying work at King's Park is informed by the UNCRC and that our staff and pupils are aware of Children's Rights and we will champion and support these.

Consultation

The work we did consulting with pupils, parents and carers and staff is reflected throughout this policy.

What did our pupils tell us? (March 2018)

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
I feel safe when I am at school.	43%	47%	5%	1%	4%
My school helps me feel safe.	42%	45%	6%	0%	7%
I have someone in my school I can speak to if I am upset or worried about something.	51%	33%	7%	2%	7%

Staff treat me fairly and with respect.	44%	47%	3%	1%	5%
Other children treat me fairly and with respect.	25%	57%	7%	4%	7%
My school helps me to understand and respect other people.	53%	43%	2%	1%	1%

What did our parents and carers tell us? (March 2018)

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
My child likes being at this school.	55%	41%	2%	1%	1%
Staff treat my child fairly and with respect.	61%	36%	2%	0%	1%
I feel that my child is safe at the school.	58%	36%	4%	0%	2%
The school helps my child to feel confident.	54%	40%	3%	1%	2%

What are we doing in response to this?

This feedback was invaluable in helping us identify ways to move forward as a whole school. This feedback highlighted a clear need for an improved approach in the school playground. We will also ensure that when a child has bullied someone we will engage with parents and seek a solution together to resolve and improve behaviour.

Preventing and Responding to Bullying at King's Park Primary

Everyone at King's Park has a role to play in helping create an environment where children feel safe and that they can enjoy their school experience. This includes all staff, parents and carers and pupils as well as a range of community partners. In line with Glasgow City Council's Policy on anti-bullying, Health and Wellbeing is the responsibility of all staff and it is a critical factor in creating and maintaining a positive ethos within a school.

Our staff will demonstrate our school values and promote positive relationships at all times. Our interactions with children will ensure their dignity at all times. We will take seriously all reports or allegations of bullying, investigating and taking appropriate action.

This work is also supported by a range of school activities such as

- Themed assemblies
- Our HWB curriculum especially Emotion Works
- Support from Castlemilk Youth Complex
- Nurture approaches
- Restorative sessions
- All our work on promoting positive behaviour and equality and diversity should make clear links to our anti-bullying work

Responding to bullying

We understand how difficult it can be to come forward if someone is experiencing bullying. We will listen to children and make sure that we take a child's report seriously. We will encourage the child to talk, letting them speak freely.

We may take notes so that we remember the details accurately. We might ask some questions to clarify what has happened. The notes will be used to make sure that we take the most appropriate action and to record any bullying incidents on our reporting forms for Glasgow City Council.

The most important information we need to ask is:

- What was the behaviour?
- What impact did it have?
- What do I need to do about it?

We will discuss with the child what they would like to happen next and keep them informed of progress or outcomes. Some incidents can be dealt with quite quickly and resolved, others may take time to resolve and we will offer support and strategies to help the child experiencing the bullying behaviour through this.

We will continue to monitor and support children as appropriate. We recognise that pupils told us that bullying can have a lasting impact on them.

If a pupil is concerned about bullying, they know they can approach any teacher or member of staff they feel comfortable talking to. Children value choice and need to have their options explored with them. Some like to talk about it and some prefer to write down their concern. There is no one way to do this.

If a parent or carer has a concern they can share this with a teacher or Senior Leadership Team. They can email the school (headteacher@kingspark-pri.glasgow.sch.uk) or call and speak directly to a member of Senior Leadership Team (0141 632 2193) and share their concern. The school will be mindful of confidentiality and ask that parents respect this while concerns are investigated.

Pupils have a role to play, they should respect people's differences and not make others feel unsafe, worried or scared. The school and parents and carers can help with this and work together to resolve issues.

What about the child who is bullying?

As a Nurturing School, we understand that all behaviour is communication. We need to help children and 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 need to challenge prejudice and offer the opportunity to learn and change behaviour.

We recognise that those who are bullying should get support from both parents and the school and that bullying should be dealt with fairly and consistently.

We recognise that some children may have additional support needs or have trouble communicating, this does not excuse or minimise the impact of any bullying behaviour they may demonstrate. Each incident is unique and will be dealt with in line with the school values and the approach detailed in this policy. Consequences will be appropriate and reflect the impact of their actions.

We will not label children wherever possible at King's Park– we shall instead focus on labelling the behaviour and helping them change that.

Recording, Reporting, and Monitoring of bullying

We will record, where appropriate, incidents of bullying and discriminatory behaviour. Supportive Guidance for schools was issued in May 2018 by The Scottish Government titled 'Recording and Monitoring of Bullying Incidents in Schools'. The SEEMIS Click+Go. Bullying & Equalities module is seen as the most appropriate tool for schools and local authorities to monitor and record bullying.

When recording bullying incidents, the following information must be included:

- The children and young people involved as well as other adults
- The type of bullying experienced – name calling, threats or rumours etc.
- Any underlying prejudice including details of any protected characteristics
- The impact of the bullying incident, including consideration of personal or additional support needs and wellbeing concerns and
- Actions taken including resolution at an individual or organisational level.

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They will use their professional judgement in deciding on appropriate action, in consultation with and agreement from a member of the SLT. In all cases we will ensure the child is listened to and supported.

When incidents do constitute bullying, they will be recorded on the SEEMIS module. Recording is used as a school improvement tool. It is to be used to learn about themes and patterns of bullying that happen at King's Park and address any issues that arise from this.

Training and Development

Staff can access Anti-bullying training is provided by *Respectme*. It is available throughout the year and can be accessed through their website. *Respectme* also offers training and resources to parents and carers.

Review

The success of the policy will be reviewed on an ongoing basis and will be formally reviewed in two years' time. We shall survey the pupils annually and include anti-bullying in this survey. We survey the views and experiences of our parents annually and this includes anti-bullying.

August 2019

Appendix 1

Anti Bullying Policy – Agreed Procedures

If a child tells you they have been bullied we have all agreed to ask the following 3 questions to decide on our next steps :

1. **What happened ?** What were the behaviours you didn't like ?
2. **What was the impact ?** How did that make you feel ? - This is to evaluate the impact of what's happened on the child (Has it made them want to change who they are/what they do ? Is it the making another low level complaint ?
3. **What do you want to happen now ?** I need to do something aboutwhat do you want me to do ? Children need choices to help them feel empowered to deal with the situation.

If you feel that the incident has had a significant impact on the child this should be escalated for the attention of the SLT.

Useful websites

<https://www.thinkuknow.co.uk/>

<http://respectme.org.uk/>