Blairdardie Primary School

Anti-bullying Strategy

January 2024

(updated November 2023)

'Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards'.

Scottish Government (2010) – A National Approach to Anti-Bullying for Scotland's Children and Young People

Rationale

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 - Respect Me (2010).

Children and young people at Blairdardie enjoy many rights. These include the right to be safe, enjoy and achieve and make a positive contribution to school life. Blairdardie maintains a caring approach to children and any form of bullying, physical, verbal, racial, homophobic, sexist or other type of harassment will not be tolerated.

What is bullying?

Bullying is a mixture of behaviours and impacts; what someone does and the impact that it has on you, which affects your ability to feel safe and in control of yourself.

When talking about bullying, it is important not to label children and 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 and young people need help to understand why bullying behaviour is wrong. Children need to be aware of their own behaviour in order to make positive changes.

Bullying behaviour happens face to face and online and 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)
- Bullying generally falls into one or a combination of the following categories:

Signs and symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is unwilling to go to school or regularly feels ill in the morning
- becomes withdrawn anxious, or lacking in confidence
- attempts or threatens to self-harm or runs away
- stops eating
- cries themselves to sleep at night or has nightmares
- begins to do poorly in school work
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Aims

- Encourage happy, confident and resilient pupils who can learn in a safe, inclusive and supportive environment.
- Prevent bullying behaviours by promoting a positive ethos where young people treat others with tolerance, respect and consideration.
- Provide pupils, parents and carers and staff with a clear understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported.
- Highlight what bullying behaviours actually are.
- Support children, young people and their parents and carers who are affected by bullying.
- Provide support for pupils who are accused of displaying bullying behaviours, who may be experiencing problems of their own.
- Explore issues through the curriculum – Health and Wellbeing, assemblies and Anti-bullying week.

Prevention

Blairdardie will work to create a supportive and positive ethos reflecting the school values. We aim to develop a culture of mutual respect where opinions are valued and the differences are celebrated. Through this we aim to develop a culture where bullying behaviour is not accepted or tolerated. Blairdardie will use a variety of methods to support children in preventing and understanding the consequences of bullying through:

- Have a listening and caring ethos.
- Encourage discussion and don't make premature assumptions.
- Adopt a problem-solving approach.
- The staff are made aware of the anti-bullying policy by Senior Leadership Team and has access to where the policy is kept.
- Regular school assemblies.
- Provide support through playground buddies, friendship group and peer support.
- The anti-bullying policy works alongside the behaviour policy. This is discussed with the children in class so they are informed of the procedures
- Where cyberbullying is concerned, educating and engaging parents on the principles of online safety so they know the dangers of what unsupervised internet access can create.
- H&W programme – promoting positive, prosocial behaviours and highlighting consequences of negative behaviours.
- Pupil voice - ensuring pupils contribute to the formation of school/class rules and policies through participation in Committees and our Glasgow Motivational and Wellbeing Profile.
- Creating an ethos of mutual respect by acknowledging and rewarding respectful behaviour.
- Pupils can express their concerns confidentially if they feel they cannot talk about the problem.
- External visitors e.g. Police to discuss internet safety, theatre groups.

Reporting Bullying Behaviour

If you are being bullied or witness someone else being bullied it is very important that you take action: ignoring it can often mean it will get worse!

Steps you can take include:
- Report any incident to a member of staff, class teacher or member of SLT
- Tell a friend, parent or family member who can report it.

What will we do when you tell us?

Steps we will take will include:

- Listen and reassure that the problem will be addressed
- Investigate fully by talking to all parties involved
- Take appropriate course of action
- Review outcome of action

We will encourage mediation which will involve:

- Discussing what happened using restorative practices where appropriate.
- Encourage dialogue and empower participants to take ownership of problems
- Establishing any wrong doing and the need to change
- Facilitating a resolution for moving forward.
- Informing parents or guardians to help change the attitude and behaviour of the child

Action

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action based on the impact of the bullying behaviour on the child or young person. The appropriate member of the School Leadership Team should be notified. The child or young person who has experienced bullying behaviour will receive appropriate support and protection.

Examples of good practice include:

- The child or young person is taken to a comfortable place with no distractions.
- The child or young person is listened to in an impartial and non-judgmental way.
- The member of staff should confirm that bullying is never acceptable; they deserve to feel safe.
- The allegations should be thoroughly investigated
- The member of staff should inform parents of the incident and take appropriate action, if it is judged to
- be appropriate
- The child or young person should be reassured and supported to help rebuild their self-esteem.

When a child or young person has displayed bullying behaviour, a member of the leadership team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved as their active support is needed to implement a resolution of the bullying incident.

Examples of good practice include:

- The child or young person is listened to.
- They should be encouraged to talk and the incident should be fully investigated
- Time should be taken to understand the reasons for the bullying behaviour.
- The individual or group should not be labelled as 'bullies', but should know that their behaviour has
- been unacceptable.
- Addressing what is happening behind the behaviour – what is the cause.
- Continue to monitor behaviour
- Consideration should be given to the sanctions and support given to the young person displaying bullying
- behaviour to ensure that interventions are intended to improve behaviour.

Action

Such approaches might include:

- Positive behaviour strategies with an appropriate member of staff, as agreed.
- Restorative approaches with relevant pupils.
- Solution orientated approaches.
- Loss of privileges/sanctions within the school.
- Circle Time.
- HWB Lessons.

Sanctions suggested through whole school pupil consultation include:

- A warning and advice on how to change their behaviour.
- Breaks to be spent inside- supervised by the Leadership Team.
- A reflective task to be completed at home.
- Write a letter of apology, if appropriate.

Blairdardie Primary School cannot be held responsible for bullying behaviour which takes place off school premises and outside of school activities. However, if a pupil's emotional and physical wellbeing has been compromised, as a duty of care to that child, it may be appropriate for the school to play some part in resolving incidents that involve a pupil.

Recording and Monitoring

Accurate recording of incidents of bullying using the SEEMIS electronic system allows Blairdardie, to ensure that appropriate response and follow-up has been carried out, in line with the local authority's equality duty to monitor incidents of bullying. It also helps Blairdardie to monitor the effectiveness of its guidelines and practice and identify any need for training.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/

Racism and Hate
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational