

# Caledonia Primary and LCR School

## Bullying and Equalities Policy



'Respect for All has a fundamental role to play in helping us realise our vision for all children and young people. It provides a holistic framework for all adults working with children and young people to address all aspects of bullying, including prejudice-based bullying. Respect for All reflects Getting it Right for Every Child (GIRFEC) and recognises that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination.

***Scottish Government (2017) – Respect for All: A National Approach to Anti-Bullying for Scotland's Children and Young People.***

## Rationale



These Anti-Bullying Guidelines provide guidance to pupils, staff, parents and carers of Caledonia Primary School and LCR on preventing, responding to and reducing bullying behaviour in line with Glasgow City Council's Every Child is Included and Supported: Getting it Right in the Nurturing City **Anti Bullying (revised 2019)**



[GCC Every Child is included and Supported Anti Bullying.](#)

## Aim

The aims of our Guidelines are to ensure:

- that all children and young people are provided with a safe, inclusive and supportive environment in which to learn;
- children and young people, parents and carers and staff have a robust understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported.
- a culture is promoted where bullying is recognised as being unacceptable;
- the prevention of bullying of children and young people through a range of approaches;
- effective support for children and young people and their parents and carers who are affected by bullying.

## Definitions of Bullying

**This is not an exhaustive list and it is important to consider impact, rather than intent and persistence when defining bullying behaviour.**

### Scottish Government, 2017

*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'. 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.*



### Bullying Behaviours

Being targeted because of who you are or who you are perceived to be.

Behaviour which makes people feel like they are not in control of themselves.

Receiving abusive messages electronically.

Being called names, teased, put down or threatened.

Being ignored, left out or having rumours spread. about you.

Be 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.

Being called names, teased, put down or threatened.

Having belongings taken or damaged.

## Understanding Bullying



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 in order that they can change it.

It is crucial to consider the impact that bullying behaviour has on a child or young person. The impact an incident has on a child or young person is more important than whether it is classified as bullying. Actions can affect people in different ways and this should be taken into consideration. The person who has experienced harm may have experienced just one event. The impact determines the definition of bullying. One incident is sufficient to alert adults to take supportive action.

## Ethos and Approaches

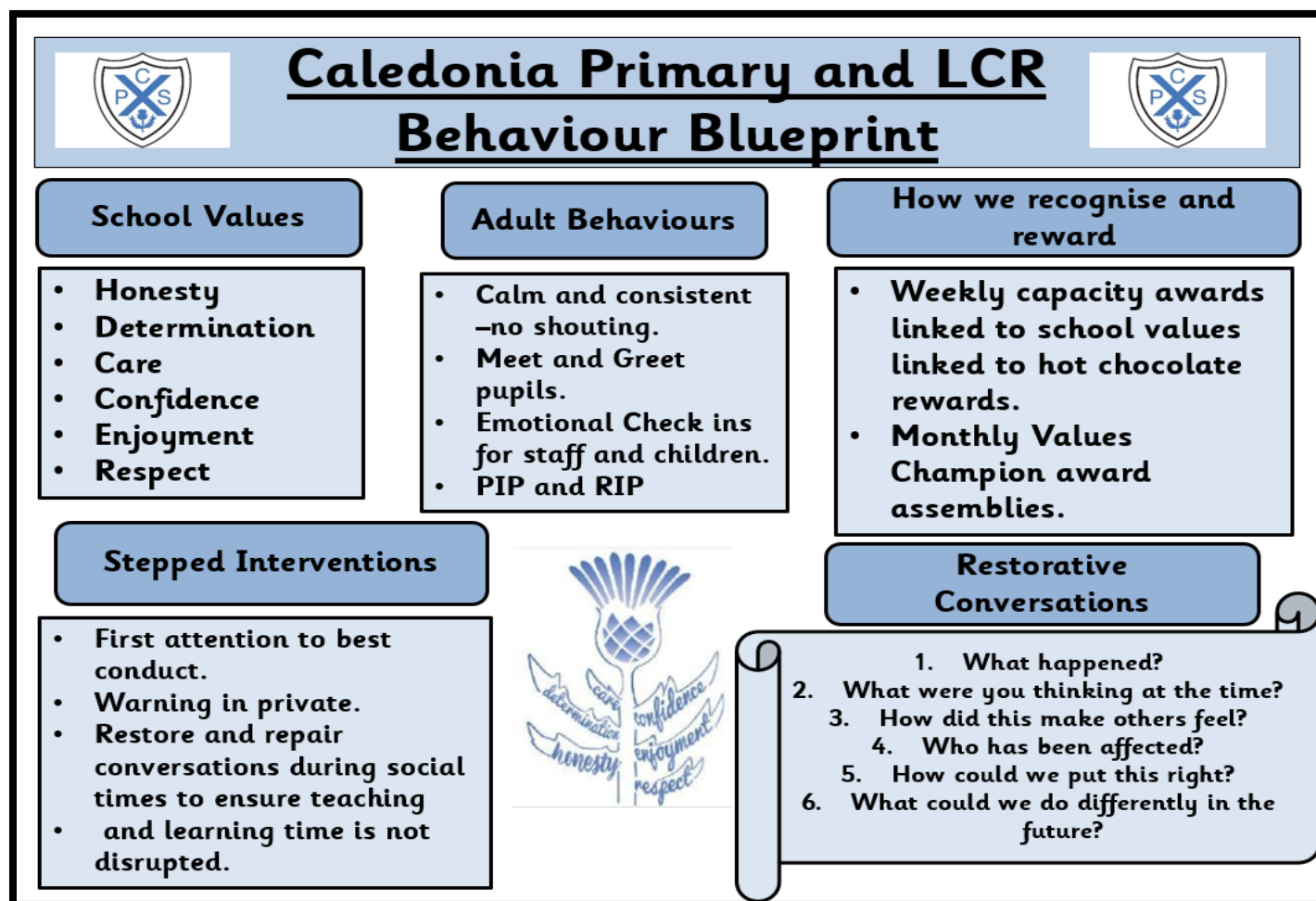
At Caledonia we work to create a positive and supportive ethos. A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it difficult for bullying behaviour to occur or be tolerated.

This includes approaches such as:

- the promotion of our school charter to encourage respect and tolerance
- buddying or mentoring
- system which identifies vulnerable pupils and takes steps to remedy this
- creative and motivational ways to engage pupils and raise awareness of bullying
- involvement of the House Captains and other pupil groups
- anti-bullying campaigns, posters, assemblies
- understanding of the impact and legal consequences of on-line bullying, for the whole school community through the curriculum, assemblies and events for parents and carers.
- Working with partnership agencies to raise awareness amongst staff and pupils.

## Ethos and Approaches

Staff and pupils have worked together to create a 'Behaviour Blueprint' which underpins our ethos, adult reactions to behaviours and restorative approaches.



## Actions



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 child or young person who has experienced bullying behaviour will receive appropriate support and protection. This may be from a member of the Senior Leadership Team. When a child or young person has displayed bullying behaviour, a member of the management team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved when their active support is needed to implement a resolution of the bullying incident.

Supports for pupil affected by bullying behaviours	Supports for pupil displaying bullying behaviours
<p>The child or young person is taken to a comfortable place with no distractions.</p> <p>The child or young person is listened to.</p> <p>The member of staff should confirm that bullying is never acceptable; they deserve to feel safe.</p> <p>They should be gently encouraged to talk, to find out what happened, who was involved, where and when – and notes taken.</p> <p>The child should be asked what they want to see happen next.</p> <p>The child or young person should be kept up to date with progress, parents and carers will also be kept informed at each stage.</p> <p>Details of the bullying behaviour and actions taken is recorded in the SEEMIS Bullying and Equalities application.</p>	<p>Time should be taken to understand the reasons for the bullying behaviour.</p> <p>The individual or group should not be labelled as 'bullies', name the behaviour.</p> <p>Staff should be prepared for a strong reaction from parents and carers, children and young people.</p> <p>Staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour.</p> <p>addressing what is happening behind the behaviour, even when the bullying has stopped. 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.</p> <p>Approaches include: -</p> <ul style="list-style-type: none"> <li>• Restorative conversations</li> <li>• Positive Behaviour Strategies</li> <li>• Solution Focused Approach</li> </ul>

However, 'where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the pupils there' (National Guidance for Schools and Local Authorities in Managing School Exclusions, 2011), senior managers have the power to exclude as a last resort.



# How will our Anti-bullying policy be implemented at Caledonia?

In line with guidance from Respect Me (Scotland's anti-bullying service), in the event of a bullying incident being reported we will:



Respect Me

## 1. Listen to the affected person -

What happened?

What was the impact?

Who was involved?

Where and when did it happen?

## 2. Listen to what the affected person wants us to do -

Help them regain a sense of control.

Reassure them we are here to listen and to help.

Explore options and alternatives.

## Children's Rights at Caledonia

### Survival

All children at Caledonia have the right to develop healthily.

### Participation

All children at Caledonia have the right to be listened to and have their opinions heard.

### Development

All children at Caledonia have the right to relax and play.

### Protection

All children at Caledonia have the right to be in a safe and healthy environment where bullying is unacceptable

## 3. Work with the child demonstrating bullying behaviours

Identify feelings that caused them to act in this way.

Develop alternative ways of responding to these feelings.

Repair relationships.

Challenge any prejudiced attitudes.

## 4. When these approaches are not successful, firmer action may be required -

Withdrawal of privileges e.g. football team, extra-curricular club.

Removal from the playground or from a group in class.

Fixed term exclusion from school as a last resort.

## Recording of Incidents

All allegations of bullying are recorded officially on SEEMIS for both the pupil displaying and being affected by bullying behaviours. The information recorded includes: -

### Nature of the incident

- Name calling, teased, put down or threatened
- Hit, tripped, pushed or kicked
- Belongings taken or damaged
- Being ignored
- Spreading rumours
- Abusive Messages online/phone/gaming/social media/Online/phone/gaming/social media
- Targeted because of who they are/ perceived to be;
- Other (Please Specify)

### Perceived Reasons

- Actual or perceived Sexual orientation
- Additional support needs
- Asylum seekers or refugee status
- Body Image and physical appearance
- Care Experience
- Disability
- Gender identity or Trans identity
- Gypsy/travellers
- Marriage/civil partnership of parents/ carers
- Mental health
- Race and racism including culture
- Religion or belief
- Sectarianism
- Sexism and gender
- Socio-economic prejudice

### Monitor and Review

- Do they feel their concerns were listened to?
- Do they feel satisfied with the outcome?
- Does the parent/carers feel satisfied with the outcome?
- Has some form of Restorative Action taken place? (If appropriate)

### Incident Conclusion

- Being addressed
- Resolved
- Not resolved
- Unfounded