



'The Future Begins Here!'

# Clyde's Anti-Bullying and Positive Relationships Policy

## Our Vision, Values and Stance on Bullying

Clyde Primary is an inclusive and nurturing school community. This policy supports all children to develop a positive attitude to learning, relationships and the world around them. All staff are dedicated to ensuring that every child feels respected and safe from all forms of bullying, including prejudice-based bullying at Clyde. In doing so, we can ensure all children develop to their full potential and participate in a fulfilling life.

Our vision and approach to anti-bullying and positive relationships is firmly underpinned by our school values:



Katie Kind



Robbie Respect



Riley Ready



Simba Safe

## The Definition of Bullying and Children's Rights

In line with the national guidance, at Clyde Primary School bullying is defined as:

*"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)*

Bullying behaviours 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.
- Being sent abusive messages, pictures or images on social media, online gaming platforms or phone.

All children have the right to socialise, play and access education. Bullying is a breach of Children's Rights and can have a lifelong impact on their physical and mental wellbeing. At Clyde Primary, we believe that children should understand their rights and the whole school community should be confident in identifying bullying behaviours, reporting bullying, and supporting anyone who is experiencing or displaying bullying behaviours.

# The Local and National Approach to Anti-Bullying

## Scotland

The Scottish Government's vision is to make Scotland the best place in the world to grow up - where rights are respected, and children can access all the opportunities and support they need; when they need it.

*Respect for All*: The National Approach to Anti-Bullying for Scotland's Children and Young People is the holistic framework followed by all adults working with children and young people throughout Scotland. *Respect for All* has a fundamental role to play in addressing 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. 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. [For more information and to read this document please click here.](#)

## Glasgow

Glasgow City Council Education Services follow Respect Me's approach to anti-bullying and positive relationships. In 2023, all schools, including Clyde Primary were asked to complete the Respect Me training. [Glasgow's policy to anti-bullying can be found here.](#)

## Bullying and Children's Rights

Children's Rights are enshrined in law in Scotland. All children are entitled to an education, within a bully-free environment. Those displaying bullying behaviour are also entitled to the same education therefore it is important all children are supported through bullying.

- [Recognising and realising children's rights: A professional learning resource to promote self-evaluation and improvement planning\(opens in a new tab\)](#)
- [Children's Parliament Dignity in School Programme\(opens in a new tab\)](#)
- [My Rights, My Say\(opens in a new tab\)](#)
- [SAMH Resources for Parents and Carers\(opens in a new tab\)](#)
- [Active Listening\(opens in a new tab\)](#)
- <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

## Challenging Prejudice-based Bullying & The Equality Act 2010

The Equality Act of 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. It is the role of all staff to promote positive working relationships between those with and without protected characteristics. These are:

- Age
- Disability

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

**Prejudiced-based bullying could look like:**

- Behaviour which makes people feel they are not in control of themselves or their lives.
- Being targeted because of who you are or who you are perceived to be.
- Bullying based on an individuals' actual or perceived identity; it can be based on characteristics unique to a child's identity or circumstance.

There are several potential signs of bullying. All members of our school community should be vigilant in looking for these:

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

## **Our Approach to Positive Relationships and Preventing Bullying**

Dealing with bullying starts with a positive culture mutual respect and promoting positive relationships across the school community. Bullying can have a lifelong impact on children's education and wellbeing. We believe preventing bullying is the responsibility of all adults in a child's life both at home, school and the wider community. Everyone should be vigilant for signs of, confident in identifying and reporting bullying as well as supporting anyone who is being bullied or is displaying bullying behaviour towards others.

### **Whole School**

- All staff aware of latest definitions and national/local authority position on bullying.
- All staff aware of forms of bullying, considering modern day issues e.g. use of social media.
- The school creates a positive ethos and a culture of respect which staff model.
- Whole school approach to Nurture, All Behaviour is Communication and non-shaming.
- Annual focus on Anti-Bullying with new staff being updated upon starting.
- Assemblies which explore core issues.
- Certificates to celebrate Success/Build Self-Esteem.
- Pupil Voice/Opinion sought through Pupil Leadership Teams

- Whole school sanctions used effectively.
- Bullying incidents recorded, monitored and evaluated.
- Restorative approaches after any incidents.

**Responsibility:** All staff, pupils, and parents

### **Classroom**

- Planned opportunities to support children in learning about positive relationship skills and how behaviours affect others.
- Planned opportunity for pupils to be educated on bullying and Children's Rights.
- Class Charters.
- Classroom Culture.
- Promotion of positive behaviour evident in all classes.
- Use of Recognition Boards.
- Staff listen /observe and deal with bullying.
- Learning experiences, which will equip learners with the skills necessary to deal with bullying incidents

**Responsibility:** Class teachers, SLT (School Leadership Team), pupils

### **Playground**

- Playground staff to monitor and report concerns.
- Use of play activities to promote positive relationships.
- Play Champions to promote friendships.
- Continuous development of approaches to promote positive relationships.
- Buddies.

**Responsibility:** All staff, pupils

### **Partnership Working**

- Meetings with parents/carers when bullying has been identified.
- Parent Council
- Consultation of parents at regular intervals.
- Visits e.g. NSPCC, Sense over Sectarianism, CEOP, Chaplaincy Team, Local Police

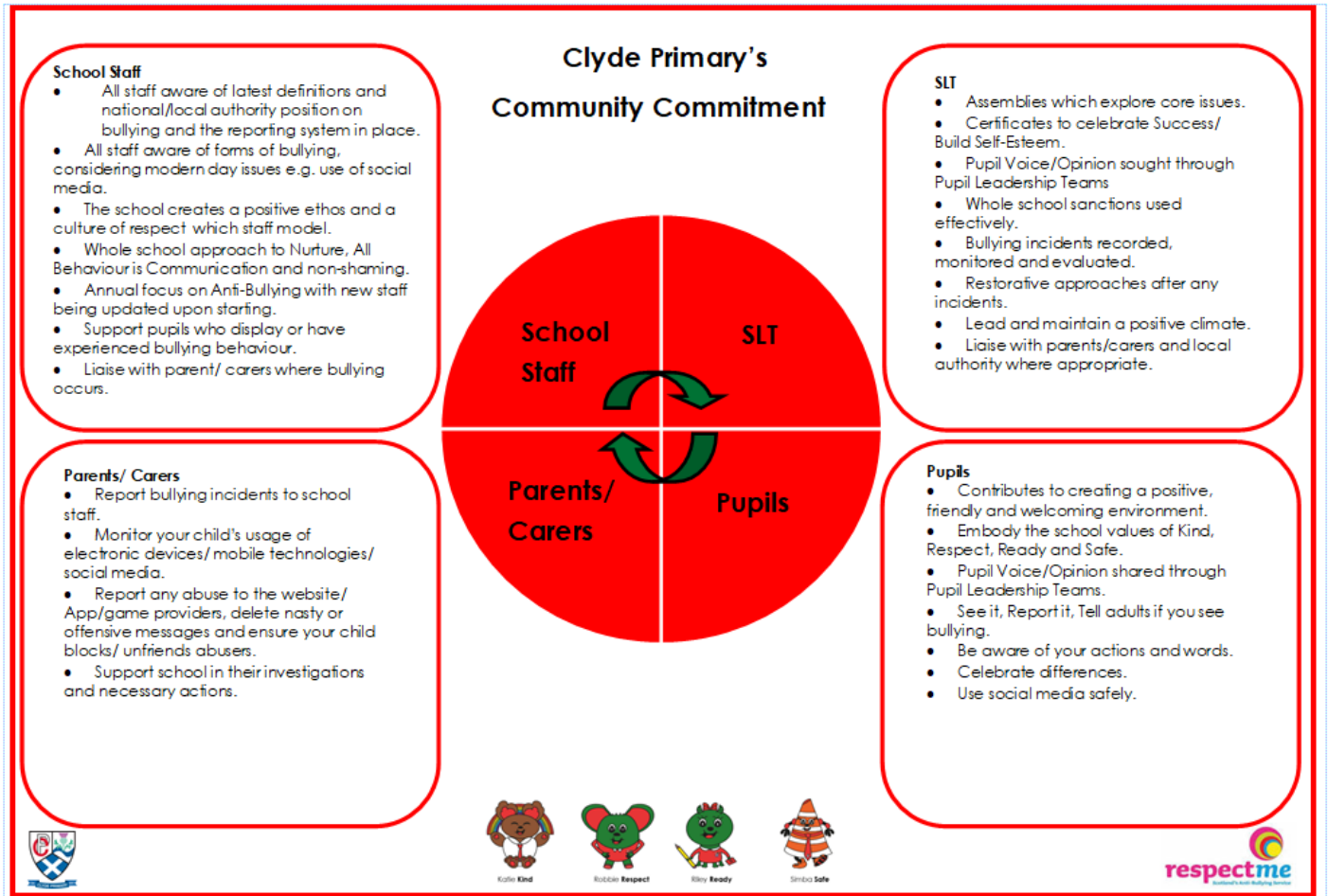
**Responsibility:** Class teachers, SLT, Partners

## **Our Expectations of Behaviour, and Responsibilities for All**

At Clyde we have high expectations of all. Staff are expected to model exemplary behaviour with one another and with pupils. Staff and children are expected to promote an ethos of inclusivity and kindness where everyone can demonstrate and celebrate their differences and be accepted for who they are.

Some other expectations and responsibilities include:

- All staff completing training, model behaviour, and reporting bullying incidents.
- There is no shouting or swearing from anyone.
- A consistent approach and commitment to the nurturing principles across the school.
- Ensuring that staff, young people, and parents are involved in the implementation of the policy, and supporting young people who are involved in restorative practice if applicable.



## Our Approach to Responding to Bullying

It is important that children feel safe and listened to and, when bullying has occurred it is deal with appropriately. To ensure this happens we will:

- Ensure all learners and families know the process for reporting bullying but can speak to any adult for support.
- Consistently complete reporting forms to ensure incidents are recorded correctly.
- Ensure reporters of bullying have anonymity, safety and that the matter will be fully investigated.
- Work in partnership with parents, carers, and pupils with a clear process of who is responsible for updating parents etc.
- Ensure a consistent approach is taken when incidents are reported.
- Ensure incidents are recorded accurately using appropriate recording format in line with GCC Procedures.

Where bullying has taken place online, we will ask children and families some of these key questions:

- Is it legal for your child to have the app they have been bullied on?

- Does the parent have full access to the child's phone and access it daily?
- Has it been reported to the police?

We will work in tandem with the police to deal with online bullying however the parent must report this if it has happened out of school.

The legal age for some apps is:

WhatsApp – 16 years old

Snapchat – 13 years old

Instagram- 13 years old

These age limits have been made as children are not emotionally ready to manage the challenges they pose. Signing up to these apps underage also forces children to create an online profile that is older than their own age which can lead to very unsafe situations. We strongly recommend, in line with law, that your child does not have access to these or any other messaging apps.

[More information on this can be found here.](#)

## Our Monitoring and Recording of Bullying Incidents

We follow the national and local guidance of reporting all bullying incidents, both founded and unfounded. This is recorded via SEEMiS. A bullying incident remains on a child's record, both the child(ren) being bullied and the child(ren) displaying bullying behaviour. Please see Appendix 1 for the paper copy of this which staff complete before being input online.

## Our Consultation Approach for this Policy

All staff were part of creating this policy through whole staff meeting time. All parents were invited to be part of a working group to complete the *Respect Me* training and then offer feedback on the policy. Our Pupil Leadership Team 'The Fairness Force' also gave their views.

## Staff Training

All staff have completed the *Respect Me* training as part of their training. Staff will continue to learn through other programmes of study such as Time for Inclusive Education (TIE) and there will be a refresh at Inset Days in August, annually.

## Additional Online Information

- [The Independent Care Review Report, "The Promise"\(opens in a new tab\)](#)
- [Recording and monitoring of bullying incidents in schools: supplementary guidance - Scottish Government\(opens in a new tab\)](#)
- ["In Sight: The Perceptions and Experiences of Black, Asian, Minority Ethnic Young People in Scotland", Intercultural Youth Scotland\(opens in a new tab\)](#)
- [Addressing Inclusion: Effectively challenging homophobia, biphobia and transphobia\(opens in a new tab\)](#)
- [Addressing Inclusion: Effectively challenging racism in schools\(opens in a new tab\)](#)
- [respectme Guide for Parents and Carers\(opens in a new tab\)](#)
- [Parental Engagement and Family Learning\(opens in a new tab\)](#)
- [respectme resource for online bullying\(opens in a new tab\)](#)
- [Online Bullying - UK Safer Internet Centre\(opens in a new tab\)](#)
- [Bullying on social media - Childline\(opens in a new tab\)](#)
- [Cyberbullying facts and advice - Internet Matters\(opens in a new tab\)](#)

- [Bullying - Mind Yer Time\(opens in a new tab\)\(opens in a new tab\)](#)
- Barnardo's Scotland | All About Relationships video (16 mins): [It's All About Relationships: Embedding Relational, Trauma Sensitive Approaches in Education Settings\(opens in a new tab\)](#)
- It's All About Relationships: [Accompanying Film Notes\(opens in a new tab\)](#)
- Bullying what can I do? respectme: [Accompanying Film Notes\(opens in a new tab\)](#)
- [Young Minds: Conversation starters\(opens in a new tab\)](#)
- [Self Care, Anxiety, Depression, Coping Strategies | On My Mind | Anna Freud Centre\(opens in a new tab\)\(opens in a new tab\)](#)



## Reporting Bullying at Clyde



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)

The Equality Act 2010 protects employees and young people on the basis of 'protected characteristics'. These are: age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, sex, religion or belief, and sexual orientation. Of these, marriage and civil partnership and age do not apply to young people in schools. Schools and education authorities have a responsibility to ensure they comply with the three duties articulated in this law: Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act Advance equality of opportunity between people who share a protected characteristic and people who do not share it Foster good relations between people who share a protected characteristic and people who do not share it.

<b>Reported to:</b>	<b>Addressed by:</b>
<b>Incident Date:</b>	<b>Incident Time:</b>
<b>Reported by:</b>	<b>Incident Location:</b>
<b>Person(s) Experiencing Bullying:</b>	<b>Person(s) Displaying Bullying:</b>
<b>Nature of incident (please tick):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Name calling, put down, teased, threatened</li> <li><input type="checkbox"/> Hit trip pushed kicked</li> <li><input type="checkbox"/> Belongings taken or damaged</li> <li><input type="checkbox"/> Spreading rumours</li> <li><input type="checkbox"/> Abusive messages online/phone/social media</li> <li><input type="checkbox"/> Targeted because of they are/perceived to be</li> <li><input type="checkbox"/> Other (please specify)_____</li> </ul>	<b>Perceived reasons for bullying (please tick):</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actual or perceived sexual orientation</li> <li><input type="checkbox"/> Additional support needs</li> <li><input type="checkbox"/> Asylum or refugee status</li> <li><input type="checkbox"/> Body image or appearance</li> <li><input type="checkbox"/> Disability</li> <li><input type="checkbox"/> Gender or trans identity</li> <li><input type="checkbox"/> Gypsy/traveller</li> <li><input type="checkbox"/> Care experienced</li> <li><input type="checkbox"/> Marriage/civil partnership of family</li> <li><input type="checkbox"/> Mental Health</li> <li><input type="checkbox"/> Pregnancy or maternity</li> <li><input type="checkbox"/> Race and racism</li> <li><input type="checkbox"/> Religion or belief</li> <li><input type="checkbox"/> Sectarianism</li> <li><input type="checkbox"/> Sexism or gender</li> <li><input type="checkbox"/> Socio-economic prejudice</li> <li><input type="checkbox"/> Young carer</li> <li><input type="checkbox"/> Not known</li> <li><input type="checkbox"/> Other (please specify)_____</li> </ul>
<b>Details of incident and actions taken by class teacher/SfLW:</b>	
<b>Actions (by SLT):</b>	
<b>Review and monitoring to be completed by SLT. Date?</b>	<b>Seek views – SLT.</b>