

Croftfoot Primary School

Anti-Bullying Policy



Updated March 2024

Our Vision

At Croftfoot Primary, we aim to create a safe and nurturing environment for all. A vibrant school where children are motivated, enthusiastic to learn and achieving their full potential. We will be creative, innovative and open to taking on new challenges. A place where everyone is respected and valued, with children and relationships at the heart of all we do.

Our Values and Aims

Our values of **community, compassion, creativity, commitment and curiosity** underpin our day to day approaches to supporting children model expected behaviours. We have participated in a wide range of professional learning activities to ensure further develop our knowledge and understanding of ways in which we further build upon the concept of “All Behaviour is Communication”, as outlined in Glasgow City Council guidance.

At Croftfoot Primary we fully embrace Scotland’s values of integrity, wisdom, honesty and compassion and the United Nation’s Convention on the Rights of the Child. We are committed to developing positive behaviour and promoting justice and equality for all.

We asked our parents and carers to describe Croftfoot Primary, this is what they told us. We value this feedback and strive to ensure that we maintain these standards. (July 2022)

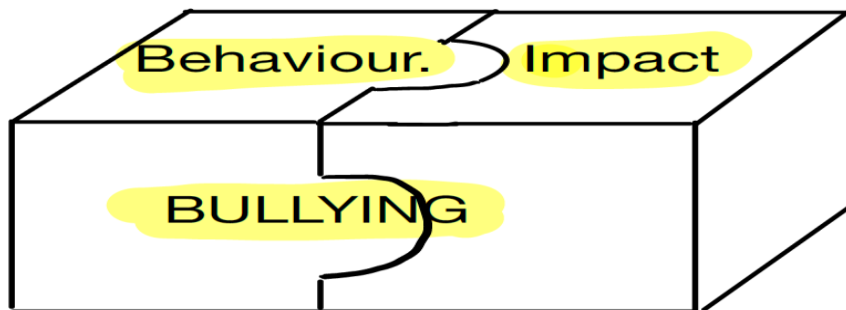


Creating an environment where bullying cannot thrive

We do this by having a clear Vision for the school that we all follow and work to deliver. All of our behaviour and relationships are underpinned by our Values. Bullying goes against everything we are doing at Croftfoot Primary and we aim to create the kind of school where bullying cannot thrive and when it happens, we deal with it effectively and safely.

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. This includes the right to be safe, the right to an education and to have your views taken into account. We make sure that our anti-bullying work is informed by the UNCRC and that our staff and pupils understand rights.

What do we mean by 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.

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.

We recognise that bullying has a different kind of impact from other behaviour, it affects how children see themselves and the choices they can make. Children who are bullied feel unsafe and other people affect the things they feel they can do. Children who are bullied do not feel like they can be themselves.

Bullying harms emotionally and can harm physically too. Our pupils shared the view that it does not always have to be repeated to be bullying, something frightening can happen once and the impact is the same. Many pupils told us that worrying about what might happen is a large part of bullying.

Bullying 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)

Prejudice-Based Bullying

We must also remember to be very clear with children that they are not bullied because they are different, but it is to do with the prejudice the person bullying them has. We can sometimes make children feel they are responsible when we use language like 'he is bullying you because you are black, or because he thinks you are gay'. It is about their prejudice towards this.

Everyone who attends Croftfoot Primary and their families should be able to do so and be free from prejudice or discrimination. We 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 Anti-Bullying Policy.

<https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>

Responding to Bullying

We recognise that sometimes our first priority is to respond to behaviour and the impact it had, always. When we do this, we shall discover if it was bullying. We recognise that every argument or unkind comment is not necessarily bullying, but our pupils told us very clearly that this behaviour is still wrong.

When something happens and where bullying is suspected or alleged, we will always ask these three questions -

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

These simple questions are designed to make sure we focus on what matters in situations - behaviour and impact. This allows us to respond to low level unkind behaviour with the same care as to more serious behaviour.

We expect all staff to use these questions then share this with senior staff and a support and guidance will be offered and a decision will be made on recording.

We know that sometimes children can overreact to some behaviour and we will always take how they feel seriously. Sometimes a child can feel like it is bullying when it may not be, but they will always be supported to manage and be helped to deal with how they feel.

We know we have some pupils who do not get annoyed or upset by the actions of others. We will always deal with unkind, prejudiced or harmful comments or actions. An example of this would be where a child tells us they are not annoyed by a racist or homophobic remark, these remarks will never be acceptable at Croftfoot Primary and will always be dealt with, regardless of the impact they have had.

What can Pupils expect at Croftfoot Primary School?

Pupils can expect -

- To be treated fairly
- To be safe and to be themselves
- To be listened to and involved and asked about what is happening to them
- That bullying will never be ignored
- To be supported and helped when bullied, we will always address the impact of bullying and support children and their families to feel safe and that children who are bullied are helped to feel like themselves again. We will monitor this in an ongoing basis and recognise the impact of bullying can continue after incidents have been resolved.
- To be asked for their views on things that affect them

Children who have bullied others can expect -

- That there are consequences for bullying. These will vary in severity depending on each situation and how well they have responded to initial guidance and support from adults.
- If behaviour does not improve there may be further steps taken.
- Clear expectations about behaviour as well as providing a range of ways to help to change behaviour. This can include taking steps to repair a relationship, and where appropriate, supporting to make amends.
- Prejudice-based language and behaviour will always be challenged regardless of impact. You will have the opportunity to learn and to change behaviour.
- We will not label children wherever possible – we shall instead focus on labelling the behaviour and helping them change that.
- Reduced time in the playground and increased supervision.

Staff at Croftfoot will listen to children and gather further information before deciding how and when to share this with parents or carers.

What did our pupils tell us about bullying?

Pupils are confident that they know who to tell. They know they can tell an adult, a teacher, a parent, support staff or their friends if they are worried about bullying.

What they did tell us was that despite knowing who to tell, sometimes it is difficult to tell. They worry about making things worse if they do, they worry about what will happen if the person bullying them finds out.

Our pupils also told us that they sometime worry about getting into trouble themselves or that adults may overreact sometimes. Pupils understand why parents and carers get upset but told us very clearly that adults being angry, makes it hard to tell them.

These are some of their words

“Be more calm”

“do not phone the school all the time”

“Don’t get too worried about your kid”

“don’t get angry and take your child out of school”

“don’t blame it on the one thing we enjoy (phones)”

“don’t overreact”

We have asked our pupils for this feedback and we will listen and respect it. So, we ask all staff and families to be mindful of this when worried about bullying. We know it is emotional, but our children have told us they want the adults to be calm and seek solutions together.

Parents and Carers

If any parent or carer has a concern about bullying or any behaviour, they can share this with their class teacher or with the Head Teacher directly. We surveyed parents and carers as part of developing this policy. Over 95% told us that they felt it was a joint responsibility between them and the school to teach children and behaviour and relationships. They feel that a child who is bullied should get support as should the family of a child who is bullying. They recognise exclusion for bullying is not the best way to help children.

We will continue to work in partnership with parents and carers to ensure their children feel safe and valued at Croftfoot primary School.

Recording and Monitoring

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 Senior Management Team. In all cases we will ensure the child is listened to and supported.

We have an internal recording system to monitor all concerning behaviour and low-level incidents. 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 Croftfoot and address any issues that arise from this.

Training and Development

All staff have received training on Anti-Bullying as part of the Orbis Relationships and Behaviour Programme.

Review

This Policy will be reviewed in three years