



Golfhill Primary School

Anti-bullying Policy

March 2020
(updated April 2021)

Statement of intent

At Golfhill Primary we believe that everyone has an entitlement to work, learn and play in an environment in which they feel valued, respected and safe, and are free from all forms of abuse, bullying or discrimination.

This document provides an overview of how bullying is addressed at Golfhill. It serves alongside Glasgow City Council's revised *Anti-bullying Policy* (December 2019), which provides more detailed information on:

- What do we mean by bullying?
- Ethos
- What to do if someone says they are being bullied?
- What about the child who is presenting with bullying behaviour?
- Parents/Carers as Partners
- Prejudice-based bullying
- Recording of incidents
- Useful links

Our *Relationships Policy* (June 2019) provides guidance on how we support the development of positive relationships and emotional regulation, and is a key part of our practice.

Key drivers

Getting It Right For Every Child (GIRFEC)

Every child or young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.

The Equality Act 2010

Legal protection from discrimination related to any of the nine protected characteristics.

- | | | |
|-------------------------|----------------------------------|-------------------------|
| i) Age | ii) Disability | iii) Race |
| iv) Sex | v) Pregnancy/maternity | vi) Religion/belief |
| vii) Sexual orientation | viii) Marriage/civil partnership | ix) Gender reassignment |

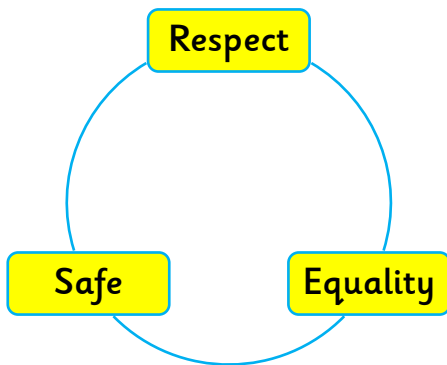
respectme

Scotland's anti-bullying service (funded by the Scottish Government, and managed by the Scottish Association for Mental Health and LGBT Youth Scotland)

United Nations Convention on the Rights of the Child (UNCRC)

Comprehensive and internationally binding agreement on the rights of children.

Our values



Respect We respect ourselves and each other. We respect our school, our community, our city and the environment.

Safe We keep ourselves and others safe from danger and harm, by considering our actions. We know school is a safe space to be who we are, and to learn from our mistakes.

Equality Everyone is protected from discrimination, harassment and victimisation.

Our vision and aims

Golfhill Primary School cherishes its place at the heart of the Dennistoun community.

We celebrate our diversity and tolerance, and provide a welcoming and nurturing environment where everyone is accepted and supported.

Our aim is to develop resilient, responsible and creative citizens, who enjoy learning and embrace all the opportunities we provide.

Definition

“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.”

respectme, 2015 / Scottish Government, 2017

What might bullying look like?

Bullying can harm people physically or emotionally, and although the actual behaviour may not be repeated, the threat of it may be sustained over time.

It can include:

- being called names, teased, put down or threatened
- being hit, tripped, pushed or kicked
- having belongings taken or damaged
- being ignored, left out or having rumours spread about you
- receiving abusive messages electronically
- behaviour which makes people feel like they are not in control of themselves
- being targeted because of who you are or who you are perceived to be

All children and young people need help to understand why bullying behaviour is wrong in order that they can change it.

How bullying is dealt with

Health and Wellbeing is the responsibility of **all** staff and it is a critical factor in creating and maintaining a positive ethos within our school.

It is recognised by all staff that bullying behaviour is never acceptable within Glasgow's schools.

*For those **experiencing** bullying behaviours*

We know that how a member of staff reacts to concerns of bullying behaviours is crucial. At Golfhill, we will listen to what the child or young person is saying, and reassure them that they have done the right thing in telling, and that they are being taken seriously.

respectme recommend that staff ask the following five questions:

1. What was the behaviour?
2. What impact did it have?
3. What does the child or young person want to happen?
4. What do I need to do about it?
5. What attitudes, prejudices or other factors have influenced the behaviour?

At this stage, staff need to be very clear with the child or young person about what happens next. It is vital they are involved and updated on progress, so they can retain some feeling of control over the situation.

The use of derogatory language and threats may be an attempt to bully, and may not result in a person being bullied, or have little or no impact. It will still be taken seriously.

*For those **displaying** bullying behaviours*

“Children and young people who are bullying will need help and support to help identify the feelings that cause them to act this way and develop strategies to cope with these feelings differently.”

respectme, 2014

All behaviour is communication. It may be that the bullying behaviour of the child or young person stems from an unmet need.

- The behaviour will be dealt with in the same way as any other type of distressed behaviour*
- Time will be taken to listen and discover the reasons for the bullying behaviour
- The individual or group will not be labelled bullies: the behaviour will be named
- Prejudicial attitudes will be addressed

*There are a range of actions that we can take in response to distressed behaviours. They are detailed in our *Relationships Policy*.

Families as partners

Parents and carers have a key role to play in supporting their children when they experience or display bullying behaviours. They understand their children's behaviour, and can offer advice on how best to support their physical and mental wellbeing.

We ask that families:

- work with us to help ensure bullying cannot thrive
- inform us of bullying behaviours as soon as possible
- address their children's behaviour when it affects others negatively
- refrain from engaging directly in a negative way with any other children involved, or their families
- manage their children's use of digital and mobile technologies, and social media
- report any online abuse to website providers

Prejudice-based bullying

Bullying behaviour can often be rooted in prejudice due to difference or perceived difference. Our staff are prepared to address prejudicial attitudes, which include (but are not limited to) sexism, racism, homophobia, transphobia, sectarianism and Islamophobia.

Glasgow City Council, and all educational establishments therein, has a duty under the Equality Act 2010 to ensure the needs of all learners are met in policy and in practice.

At Golfhill we will challenge inequality, and promote an inclusive and nurturing learning environment. A clear and explicit commitment is made to each of the nine protected characteristics outlined previously, as well as:

- Asylum seeker or refugee status
- Body image
- Care experienced young people
- Social or economic status
- Young carer responsibilities
- Imprisonment of family members

Recording of incidents

In line with local and national guidance, incidents of bullying behaviour are recorded on the SEEMiS Bullying and Equalities Module. Information is recorded about the person experiencing the behaviour, as well as whoever has displayed it.

As part of Education Services quality assurance processes, data recorded on the module will regularly be analysed.

This document, as well as the GCC Anti-bullying Policy and our Relationships Policy, can be viewed under Useful Documents on our website: <https://blogs.glowscotland.org.uk/gc/golfhill/school-documents/>

Scan the QR code for direct access to the site

