Langside Primary School

Anti-bullying Policy

2023-2024

Glasgow City Council is committed to providing a safe, supportive environment for all people in its educational establishments.

At Langside Primary School we strive to demonstrate our values of –

**Kindness, Respect, Honesty and Equity**

Langside Primary School is a nurturing environment where we want all children, staff and visitors to feel that they belong, they are listened to and they and their families are valued.

We are committed to ensuring that every child feels safe and happy in order to provide the best possible chance of success in their learning. All staff are clear about their roles and responsibilities and continually and collaboratively evaluate their practice to ensure that it promotes the wellbeing of the children. Bullying behaviour is never acceptable within Landside Primary and we state that all children have an entitlement to work and play in a learning environment in which they feel valued, respected, and safe and are free from all forms of abuse, bullying or discrimination.

In Scotland bullying is defined as:

Bullying is both behaviour and impact; the impact is on 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 if relationships; it is behaviour that can make us feel hurt, threatened, frightened and left out. This behaviour can happen face to face and online.

 (respectme, 2015)



This policy also reflects the principles of Getting it Right for Every Child.

Bullying behaviour is a breach of the United Nations Convention

on the Rights of the Child.

There are 54 articles in the Convention, setting standards in healthcare,

education, and legal, civil and social services, which cover four broad areas.

These are:

* Survival rights
* Development rights
* Protection rights
* Participation rights

A right is a basic need, rather than an entitlement or expectation. Children need to be protected from bullying behaviour so that they can survive, develop and participate in a fulfilling life. Bullying is a breach of Children’s Rights.

**Survival Rights**

All children at Langside have the right to develop healthily.

The positive impact of healthy relationships, supportive role-models, inclusion, love and respect can be undermined by bullying behaviour. We will be teaching children how to value and promote a healthy sense of respect for themselves and others which will help reduce the risk of bullying behaviour.

**Development Rights**

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

Being excluded from activities by bullying behaviour has a harmful impact on development, health and wellbeing. If any child feels excluded or unsafe, staff will investigate and seek a quick resolution to the situation. Staff are trained in helping children through **RESTORATIVE** conversations where they are encouraged to talk to each other about how they feel and what they want to happen to find a resolution to the situation.

**Participation Rights**

All children at Langside have the right to be listened to

and have their opinions heard.

Children’s views must be considered when responding to bullying behaviour.

Bullying behaviour stemming from prejudices can devalue a child’s beliefs. Children have a responsibility to respect the beliefs of others and staff will encourage the development of this through learning opportunities in the classroom.

**Protection Rights**

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

Children have a right to be protected from bullying behaviour. At Langside we strive to provide this environment. Staff will listen to children’s concerns; will involve the pupils in their class in wellbeing checks and promote an ethos of safety and respect within classrooms and playgrounds.”

**What do we mean by bullying?**

Bullying is both behaviour and impact; the impact is on a person’s capacity to feel in

control of themselves.

This 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).

This can harm people physically or emotionally and, although the actual behaviour may be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions or the fear of these. This is not an exhaustive list, and it is important to consider impact, intent and persistence when defining bullying behaviour.

**Prejudice-based bullying**

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences.

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual’s actual or perceived identity; it can be based on characteristics unique to a child or young person’s identity or circumstance.

* Additional support needs
* Age
* Asylum seekers and refugees
* Body image and physical appearance
* Disability
* Gender identity and transphobic bullying
* Gypsy / Travellers
* Sexual Orientation, Homophobic, Biphobic and Transphobic Bullying

Children and young people may be bullied as a result of prejudice. This could be due to perceptions and prejudice about one of these protected characteristics or because of socio-economic prejudice. A young person may not have one of the characteristics but may still be bullied because if perceptions about them, their friends or their family

**Online bullying**

Online bullying, or cyberbullying, is often the same type of behaviour as other bullying, for example name-calling, spreading rumours and leaving people out, but it takes place online, For example on social networking sites, in chatrooms, and via mobile technologies, gaming and instant messaging platforms. The impact of this can be as hurtful and damaging as other forms of bullying behaviour. This should be taken as seriously as any other form of bullying.

Advances in technology are simply providing an alternative means of reaching people. Where malicious messages were once written on school books or toilet walls, they can now be sent via mobile phone or the internet, making their reach greater, more immediate and much harder to remove or erase.

Whilst advances in technology, including social media, provide many possibilities to enhance learning and teaching, staff and parents should be alert to its possible misuse. Some online behaviour is illegal. Children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content on forums, websites, social networking platforms, etc.

This what our Langside Children said:

People might be bullied because..

* Of their appearance
* They have a different skin colour
* They have a disability ( mental or physical)
* They struggle with something, or aren’t very confident
* They are from a different country and don’t speak much English
* If they have glasses or a hearing aid
* They are members of the LGBTQ+ community.
* Of their religion
* If they have a different accent
* If they don’t have much money
* Of their weight or size
* If they are looked after by someone other than their mum or dad

**Procedures to promote Anti-bullying**

At Langside we aim for children to model and live the schools shared values. Through the ongoing development of good relationships based on mutual respect and self-regulation, we would hope to foster a warm and respectful climate and ethos throughout and across the whole school.

Health and Wellbeing is the responsibility of all staff and is a critical factor in creating and maintaining a positive ethos in which inappropriate behaviour is rejected by all as unacceptable. Particular approaches which have been put in place at Langside to support an ethos where bullying is never acceptable include:

* Our Vision, Values and Aims statements which place an emphasis on mutual respect and which are agreed and discussed with all stakeholders.
* Involvement of pupils in the development of Langside’s Anti-Bullying policy and Anti-Bullying Class Charters which are displayed in every classroom.
* An Anti-bullying Committee.
* A Rights Respecting Committee.
* All pupils have a focus on the UNCRC.
* All pupils have an Anti-bullying focus week during the school term.
* Anti-bulling Committee complete Anti-bullying training and become peer mediators to support other children.
* All pupils are involved in creating Class Charters to encourage collaboration.
* Positive relationships between adults and children to allow pupils to identify trusted adults.
* Pupils offered a range a ways to report bullying or talk about concerns in confidence.
* Online Health and Welling Assessment available as an additional check.
* Staff trained in Restorative conversation practices. (See App.1)
* Any bullying behaviour is challenged and then steps taken to support those involved.
* Monitoring and recording of any incidents of bullying.
* Positive conversations with parents/carers who have concerns and ensure all are provided with information on how to raise a complaint.
* Continued meaningful consultations with children and parents.

This is what our children said:

**What can we do to stop bullying?**

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**What to do if someone says they are being bullied?**

If you become concerned about a child or young person, how you react is crucial. Children and young people may have gone through a lot of upset before reporting an incident of perceived bullying to an adult. It is crucial for staff to listen and get it right; offer support whenever is required and be mindful of the potential need for support, no matter how busy they are at the time.

respectme recommend that staff ask the following three questions;

1. What was the behaviour?
2. What impact did it have?
3. What do I need to do about it?

At this stage staff need to be very clear with the child or young person about what happens next. Sometimes a particular incident can be resolved fairly quickly but in many cases it can take some time to work towards a resolution and it is important that the child experiencing the bullying behaviour feels supported and has some strategies to help.

Bullying can have long-term impacts on children and young people. When the bullying behaviour stops, the impact may still be felt and the process of moving on from what may have been a traumatic event may need ongoing monitoring and support.

**Lead Members of Staff**

Whilst all staff have a responsibility to promote the safety of pupils, staff with a specific, relevant remit include:

Any member of staff who is concerned about the wellbeing of a pupil should speak to the Senior Leadership Team in the first instance. Depending on context, if there is a fear that the pupil is in danger of immediate harm, child protection procedures should be followed with an immediate referral to the designated Child Protection Co-ordinator, and Management Circular 57 implemented. [Link to MC 57](http://www.goglasgow.org.uk/content/UserGenerated/file/Policies_Guidelines/ManagementCirculars/MC57.pdf)

If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

This document describes the school’s approach to preventing bullying and dealing with alleged bullying behaviour. This policy is intended as guidance for all teaching staff and non-teaching staff.

**Possible signs of bullying**

Children and young people may display a wide range of signs that may indicate that they are being bullied or perceive that they are being bullied. Some of the signs that staff should look out for may be;

* Change in attendance at school
* Change in achievement levels
* Unexplained injuries, neglect of appearance, torn clothing
* Changes in sleep patterns
* Changes in eating pattern
* Social withdrawal/isolation
* Mood changes
* Depression
* Suicidal Thoughts
* Changing social media accounts

**What about the child who is presenting the bullying behaviour?**

‘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)

At Langside we understand that all behaviour is communication, and it may well be that the bullying behaviour of the child or young person stems from an unmet need. Our staff:

* Deal with the behaviour in the same way as you would with any type of distressed behaviour;
* Listen and take time to discover the reasons for the bullying behaviour;
* Do not label the individual or group as ‘bullies’, name the behaviour;
* Be prepared for a strong reaction from parents and carers and children and young people;
* Be prepared to address prejudicial attitudes that may be behind the bullying behaviour;
* Address what’s happening behind the behaviour, even when the bullying has stopped.

Children who experience ongoing difficulties managing their behaviour will be subject to school policy on behaviour management set out in our Relationships Policy, and/or support from additional expertise as appropriate and available. In dealing with such instances we will seek the support and assistance of parents in order to maximise the effect of personalised support offered to each child.

As all children will require to develop the necessary skills to deal with any inappropriate behaviour, which they may encounter throughout their life - as children or, later as adults - counselling on behaviour strategies to deal with the behaviour of others, and self-regulation will be central to the support we offer.

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our Health and Wellbeing Curriculum.

**Parents and Carers**

Parents and carers are the people who know and understand their children’s behaviour and their physical and mental wellbeing best. As with all our practice, listening to and responding to the concerns of parents/carers and ensuring that there is clear communication between them when dealing with bullying incidents relating to their children is important to us.

[Bullying…a guide for parents and carers](https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/) provides a wealth of information in how best to support your child if they are experiencing or demonstrating bullying behaviour. Listening to your child, providing reassurance and communicating with school are the most effective strategies. If you have concerns about your child don’t panic. Contact the school and we will work together to support your child.

**Reporting and monitoring bullying behaviour**

All incidents of bullying behaviour will be recorded on the SEEMIS Bullying and Equalities Module. As part of the GCC Education Services quality assurance processes, data recorded on the module will be regularly analysed.

Recording in this way has a number of advantages:

* It allows education services to collect and collate data centrally.
* It allows schools/ early learning centres to interrogate data.
* It complies with the requirements of the Equality Act 2010.
* Incidents will be recorded under different types of discriminatory behaviour.
* The system will record incidents against persons displaying the behaviour and persons experiencing the behaviour.
* There will no longer be a requirement to record racist incidents in a separate menu item as these are part of the module.

Within SEEMIS Bullying and Equalities Module information is recorded about the person experiencing the behaviour and the person displaying the behaviour. The nature of the incident and the specific perceived reason for the bullying must be completed in all cases. If an incident is covered by more than one of these select all that apply under these headings:

**Nature of 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)
* Targeted because of who they are/ perceived to be
* Other (please specify)

**Perceived reason(s) for bullying**

* Category
* Actual or perceived sexual orientation (e.g. homophobic, bi-phobic)
* Additional support needs.
* Asylum seekers or refugee status
* Body image and physical appearance
* Care experience
* Disability
* Gender identity or Trans identity
* Body image and physical appearance
* Gypsy and travellers
* Marriage/ civil partnership of parents/ carer or other family members.
* Mental Health
* Not known
* Other: please specify
* Pregnancy and maternity
* Race and racism including culture
* Religion or belief
* Sectarianism
* Sexism and gender
* Socio-economic prejudice
* Young carer

**Monitor and review**

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

The Action Progressed section should then be completed outlining the actions taken and the conclusion of the investigation.

**Incident Conclusion**

* Being addressed
* Resolved
* Not resolved
* Unfounded

**Appendices**

**Appendix 1**

**Restorative Approaches**

Find an appropriate place to have the conversation.

Ask everyone involved:

* What has happened?
* What were you thinking at the time?
* What did you feel at the time?
* Who has been affected and how?
* How can we put it right?
* What have we learned so we can make different choices next time?

**Useful Links and Further Support**

**respect*me***- Scotland’s anti-bullying service was launched in March 2007. The service is fully funded by the Scottish Government and is managed by Scottish Association for Mental Health (SAMH) in partnership with Lesbian, Gay, Bisexual and Transgender Youth (LGBTY) Scotland. respectme develop resources both for training and awareness raising across Scotland free of charge.

[www.respectme.org.uk](http://www.respectme.org.uk/)

**LGBT Youth Scotland**

LGBT Youth Scotland provides direct services including groups, outreach, volunteering, advice and support, and actively campaigns to influence policy and improve services for LGBT young people and the wider LGBT community. They are committed to the principles of youth participation and user-involvement throughout the work of the organisation. LGBT Youth Scotland works with a wide range of partners from the voluntary and statutory sectors. Work with young people in schools includes interactive awareness raising sessions for young people. LGBT Youth Scotland has also trained young people in peer education to deliver LGBT awareness sessions in schools and other settings. LGBT Youth Scotland provides continuing professional development for teachers in Scottish schools and input to Initial Teacher Education on LGBT Youth issues.

LGBT Youth Scotland has also developed resources and support including the toolkit for teachers: Dealing with homophobia and homophobic bullying in Scottish schools funded by the Scottish Government and developed in partnership with Learning and Teaching Scotland. The toolkit aims to increase awareness of the needs of LGBT young people in school, and to support school staff to develop skills and confidence in challenging prejudice and dealing with homophobic bullying, priorities which were identified in research with schools.

[www.lgbtyouth.org.uk](http://www.lgbtyouth.org.uk/)

**CHILDREN 1st**

This is the working name of the RSSPCC, CHILDREN 1st works with Scotland’s vulnerable children and young people to help change lives for the better. ParentLine Scotland (0808 800 2222)is a service provided by CHILDREN 1st and is a free confidential helpline for anyone concerned about or caring for a child in Scotland to call about any issues affecting their children or family life. The helpline provides emotional and practical support to parents and carers whose children are being bullied, either at school or within the community.

[www.children1st.org.uk](http://www.children1st.org.uk)

**Childline**

This service is delivered by CHILDREN 1st and hears from children and young people directly to make sure the voice of the people who call is fed into policy and influencing. There is also a Childline anti-bullying helpline in Scotland (0800 44 1111) specifically for children and young people who are the experiencing bullying or who are displaying bullying behaviour. The training and outreach team at Childline Scotland works with schools raising awareness of Childline and the issues faced by children and young people.

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>

**Youth Scotland**

Youth Scotland aims to enable young people throughout Scotland to maximise their full potential through the provision of quality educational and social opportunities. Youth Scotland is the largest non-uniformed youth organisation in Scotland and one of the key providers of information, training, advice and support to part-time and voluntary youth workers.

The organisation has a membership of over 500 youth groups and organisations, and works in partnership with a network of Area Associations and regional staff to support youth workers to deliver safe and inspiring leisure opportunities to young people throughout Scotland.

Youth Scotland contributes to anti-bullying in Scotland through engagement in development of national policies and through the provision of advice, information and training for those working with young people on a range of issues which may contribute to bullying behaviours, for example racism and sectarianism.

[www.youthscotland.org.uk](http://www.youthscotland.org.uk)

**Education Scotland – Health and Wellbeing Web**

Education Scotland is a non-departmental public body which plays a key role transforming education through national guidance, support and advice. The LTS website has information and resources relating to support, health and wellbeing and promoting positive relationships.

[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

**SAMH**

SAMH is a national mental health charity dedicated to mental health and wellbeing for all. They provide support to people who experience mental health problems, homelessness, addictions and other forms of social exclusion through 84 direct services across Scotland and campaign to influence policy and legislation to ensure they provide a framework to enable individuals to improve their life experiences and opportunities.

SAMH is committed to progressing anti-bullying work across Scotland as we understand the mental health impacts of bullying behaviour both for children and adults. Furthermore, we believe that the prevention of bullying behaviour and recovery from its impacts are fundamental to the realisation of individual human rights.

SAMH is increasingly pursuing an anti-bullying agenda in all that it does driven by its management of respect*me,* Scotland’s anti-bullying service, in partnership with LGBT Youth Scotland. SAMH also Chair the management partnership for *See Me*, Scotland’s anti-stigma campaign.

[www.samh.org.uk](http://www.samh.org.uk)

**Zero Tolerance**

Zero Tolerance aims to raise awareness about the nature and prevalence of all forms of male violence against women and children. Zero Tolerance targets campaigns and educational activities at the wider public, rather than just perpetrators or victims of abuse and makes the links between the different forms of male violence against women and wider equality and human rights agendas.

Zero Tolerance provides training materials for use in primary schools, secondary schools and informal youth settings through the Respect Education Initiative. Teachers, youth workers, health promotion specialists and young people were involved in the design of the packs which aim to empower young people with useful knowledge, skills and understanding and promote positive, non-violent relationships based on equality and respect.

[www.zerotolerance.org.uk](http://www.zerotolerance.org.uk)

**Enquire**

Enquire is the Scottish advice centre for children with additional support needs, managed by Children in Scotland and funded by the Scottish Government. Enquire offers independent advice and information to parents, carers, practitioners, children and young people through a dedicated telephone helpline 0845 123 2303 or via the website.

[www.enquire.org.uk](http://www.enquire.org.uk)

**Enable Scotland**

Enable Scotland is a dynamic charity run by its members campaigning for a better life for children and adults with learning disabilities and support them and their families to live, work and take part in their communities. A report published in 2007 found that 93% of children and young people with learning disabilities are bullied. Enable Scotland in partnership with respect*me* have created a web site specifically to help adults tackle the bullying of children and young people with learning disabilities (<http://www.enablemescotland.info>).

Enable Scotland also provides training on disability awareness.

[www.enable.org.uk](http://www.enable.org.uk)

**Scottish Traveller Education Programme (STEP)**

STEP is based at the University of Edinburgh and funded by the Scottish Government. STEP provides information, advice and support to professionals engaged in enabling Scotland’s Travelling families to access education and web links for children and young people to a range of different websites providing information and contacts with Travellers and people working with them to support their cultures and life-styles. STEP’s remit includes supporting developments in inclusive educational approaches for Scotland’s Travelling Communities and to address racism, harassment and bullying.

<https://www.romaniarts.co.uk/scottish-traveller-education-programme/>

**Changing Faces**

Changing Faces is the charity which aims to support and represent children, young people and adults with disfigurements from a wide range of causes. Our aim is to help them achieve their full potential, receive excellent health, education and employment opportunities and be fully included in society. Our focus is on the psychological and social impact of disfigurement on the life of anyone who experiences it – and we are committed to enabling everyone, whether or not they have a disfigurement, to face it with confidence.

[www.changingfaces.org.uk](http://www.changingfaces.org.uk)

**Show Racism the Red Card**

Show Racism the Red Card is an anti-racist educational charity. We aim to combat racism through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others. We achieve this through producing educational resources, developing activities to encourage people, including young people, to challenge racism, and through challenging racism in the game of football and other sports.

Show racism the red card also provides training opportunities to those working for or with children and young people to raise awareness of issues of racism and the impacts on young people.

<https://www.theredcard.org/>

**Pupil Inclusion Network Scotland (PINS)**

The Pupil Inclusion Network Scotland brings together voluntary sector agencies and statutory sector colleagues who share a commitment to improving educational outcomes for all children. Over the past five years the Network has grown and through the PINS on-line resource and a series of seminars and workshops a body of knowledge has been built which captures what we need to do, in partnership, to make a difference. Membership of the Network is free and registration is via the PINS homepage. PINS is supported by the Scottish Government and managed jointly by the Scottish Government (Learning Directorate) and voluntary sector agencies.

**Children and Young People’s Commissioner Scotland (CYPCS)**

The job of Children and Young People’s Commissioner Scotland is to promote and safeguard the rights of children and young people in Scotland. In carrying out this job the Commissioner must in particular: promote awareness and understanding of the rights of children and young people; review law, policy and practice to examine their effectiveness in respecting the rights of children and young people; promote best practice by service providers; and promote and commission research on matters relating to the rights of children and young people. The Commissioner must encourage the involvement of children and young people in the work of the Commissioner, and in particular consult with them on the work that he should be doing to improve the rights of children and young people. The Commissioner has a power of formal investigation where it seems that the rights of groups of children and young people might have been breached, but cannot investigate matters that apply to only one child.

[www.cypcs.org.uk](http://www.cypcs.org.uk)

**The Children’s Parliament**

We are an independent national charity whose focus is on direct work with children through their participation in a group, project, consultation or event. We are concerned with empowerment and participation and so we create spaces where children learn and work with others to shape their lives and communities. We work with children in the context of family, school and community life to affirm the positive and aspire to do what we can to make the world a better place for ourselves and for others. We are concerned about the disconnect between many individuals, families and communities and society: we promote the idea, delivered through our practice that every child matters and every child can participate in civic society; we want to contribute toward a Scotland where we are positive about children.

We believe that through strong and mutually respectful relationships, children will flourish with adult guidance and encouragement. An awareness, understanding and commitment to children’s human rights provide a foundation for such relationships. We help local authorities, Scottish Government and other public bodies fulfil their legal obligations to promote and protect the human rights of everyone, to develop and deliver meaningful community engagement, and fulfil a duty of care toward children.

[www.childrensparliament.org.uk](http://www.childrensparliament.org.uk)

**A National Approach to Anti-Bullying for Scotland’s Children and Young People**

[www.gov.scot/publications/2010/11/12120420/0](http://www.gov.scot/publications/2010/11/12120420/0)