



Glasgow City Council is committed to providing a safe, supportive environment for all people in its educational establishments. Here at Merrylee Primary School we aim to create a safe, secure, happy learning environment for all pupils based on equality of opportunity, mutual respect and cooperation. We understand that bullying is never acceptable and children have the right to learn in a safe, secure environment.

In Scotland, 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.’

Respect me 2015

The Equality Act 2010 act sets out rights which include legal protection from discrimination related to any of the nine protected characteristics.

1. Age
2. Disability
3. Race
4. Sex (Gender)
5. Pregnancy/Maternity
6. Religion/Belief
7. Sexual Orientation
8. Marriage/Civil Partnership
9. Gender Reassignment

Most definitions of bullying agree:

- It is deliberately hurtful; designed to humiliate, hurt or disempower the victim
- It is often repeated over time but not always
- It is difficult for the person being bullied to defend himself/ herself against it – an imbalance of power exists

Bullying can be divided into three types:

- Physical – including hitting, pinching, tripping, spitting, damaging or hiding belongings and so on
- Verbal – name-calling, making offensive remarks, teasing, put-downs and so on
- Emotional – spreading rumours, gossiping, making fun of someone, deliberate social exclusion, threatening, insulting through Social Media, phone calls, text messages and so on

In Merrylee we promote a whole school community approach to prevent bullying behaviour. We aim to teach all pupils the personal skills and values that enable them to respond in bullying situations.

Curriculum opportunities:

- Circle time
- Class/school rules – agreed with pupils and on display in classrooms (rules should be framed positively)
- Promotion of positive behaviour with an emphasis on respecting, valuing and caring for self and others
- Whole school focus – participation in anti-bullying week
- Assemblies, as appropriate
- Pupil council
- Playground games leaders and monitors
- Primary 1 buddy system
- Emotionworks Programme – delivered at all stages, to develop and encourage resilience and coping skills

Staff should be vigilant for possible signs that a child is being bullied.

- Deterioration in work
- Becomes withdrawn
- Unexplained crying or upsets
- Shows a reluctance to go into the playground
- Physical injuries
- Regular lost possessions or money
- Loss of appetite
- Desire to stay with adults
- Unwillingness to go home at end of day
- Changes in behaviour (moodiness/unhappiness)

The most important person is the victim of the bullying behaviour and their position should always remain uncompromised.

It must also be acknowledged that the child exhibiting bullying behaviour will need support too. However, it is the bullying behaviour that should be emphasised, not the child. Instead of labelling a child a 'bully', refer to bullying behaviour.

Staff must foster an ethos of openness throughout the school.

Procedures for investigating and reporting incidents:

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, taking into account the circumstances and the information they have and this should be agreed with a member of the Senior Leadership Team. In all cases it is crucial that the child or young person is listened to and supported.

If bullying is reported to you by pupils, staff or parents-

DO

- Take the incident or report seriously
- Take action as quickly as possible
- Report the incident to the SMT
- Reassure the victim. He or she may feel inadequate or foolish
- Offer concrete help, advice and support to the victim
- Offer concrete help, advice and support to the child who is bullying to help him or her understand the impact of the bullying behaviour
- Encourage the child who is bullying to see the victim's point of view
- The SMT will inform the parents
- Appropriate sanctions should be enforced according to professional judgement
- Explain the sanction clearly and why it is being given
- A record of any bullying incident should be kept by the Head Teacher and recorded as a bullying incident on SEEMIS

All members of the school community will be fully conversant with the implications of the school policy, which will be regularly reviewed.

Procedure for Enforcing Sanctions

Consequences of bullying should generate positive outcomes. As bullying behaviour is antisocial, opportunity should be provided to compensate for this behaviour. At Merrylee we operate a restorative approach. In most cases, parents will be informed. All incidents will be treated individually and consequences agreed which are proportionate and appropriate to the age and stage of the child and to the incident. This may include exclusion from certain events or activities or the removal of certain privileges. Serious consequences should be agreed with the SMT.

Useful Links

www.respectme.org

www.lgbtyouth.org.uk

www.children1st.org.uk

www.youthscotland.org.uk

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

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