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| *St. Brendan’s Anti – Bullying Framework*  |

 **In St Brendan’s all staff work together to create a supportive and positive ethos .**

 **“Bullying is not just part of growing up “**

At St Brendan’s Primary we believe that children and young people have the right to learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an issue that concerns all areas of society, whether it is in the home, the workplace, the school or the community. Pupils have the right to education ( ***Article 28 & 29 - UN Convention on the rights of the child)*** in a school which is free from bullying, in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination .

However , as in any institution or walk of life, bullying may occur in schools and we must work systematically towards eliminating bullying incidents by creating an ethos that encourages positive behaviour and by dealing with any incident should it occur. Bullying behaviour is never acceptable within Glasgow City Council’s schools/centres.

 When talking about bullying, it is important not to label children and young people as *“****bullies****”* or

*“****victims****”*. Labels can stick for life and can isolate a child, rather than helping them to recover or change

their behaviour. Reference should be made instead to *“****those experiencing bullying behaviour****”* and

 *“****those displaying bullying behaviour****”*. All children and young people need help to understand why bullying

behaviour is wrong in order that they can change it

There have been many different definitions and theories about what constitutes bullying, but it is

not helpful to define bullying purely in terms of behaviour. ***Bullying is behaviour and impact*** *– never one on its own. Bullying takes place in the context* *of relationships. It is behaviour, actions or attitudes that can make people feel hurt,* *threatened, frightened and left out. This 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.*

**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, on social networking sites, in chatrooms, and via mobile technologies, gaming and instant messaging platforms. The impact of this is as hurtful and damaging as other forms of bullying behaviour.

**All behaviour is communication.** Children and young people who are bullying will need help and support to help identify the feelingsthat cause them to act this way and develop strategies to cope with these feelings differently.” (respectme 2014)

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

Teachers and other school staff may become concerned about a child or young person. They may witness something which may be bullying. A child or young person may say to a member of school staff that they are being bullied. How the member of staff reacts is crucially important. A child’s experience will be directly affected by the response they get from the adult.

We need to listen and get it right, what matters most is that staff should listen to what the child or young person is saying and reassure them that they have done the right thing in telling. Children and young people are often concerned that no one will take them seriously if they tell that they are being bullied. Staff should show them that they are believed and are being taken seriously. Gently encourage them to talk, find out what happened, who was involved, where and when. Staff should let the child or young person speak without interruption as far as possible. They should feel confident to ask questions once they have heard what the child or young person has to say.

**Respect *me***recommend you ask the following three questions:

* **What was the behaviour?**
* **What impact did it have?**
* **What do I need to do about it? *(respectme 2014)***

At this stage staff need to be very clear with the child or young person about what happens next.

They need to retain some feeling of control over the situation. It is vital that they are involved and

updated on progress. 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 on going

monitoring and support. Dealing with behaviour and impact allows staff to respond to offensive behaviour and language that may not have resulted in a person being bullied or have little or no impact. The use of derogatory language and threats may be an attempt to bully and these should still be treated seriously.

In some cases, children or young people may not be aware that their behaviour is actually bullying. They perhaps model the behaviour of adults or other children and young people. They may not understand that it is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe. Bullying can

affect people in different ways. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person. In can be the case that one child says something unpleasant to another, but this is not always a case of bullying as it has no real impact on the child. Such behaviour should always be challenged, even if it is not bullying.

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 **What do we do in St. Brendan’s Primary to prevent bullying ?**

 **Everything we possibly can !**

 In St Brendan’s *there is strong* *commitment by the Senior Leadership Team and all staff to ensure positive relationships.* Health and Wellbeing is the responsibility of all staff and it is a critical factor in creating and maintaininga positive ethos within our school.We have a clear whole school policy and clear procedures both to help prevent bullying butalso to deal with any bullying incidents.

We have embedded a culture where bullying is never acceptable through :

* Whole school approach to “ A Mentally Healthy School “ through Emotion Works with a clear focus on feelings , our emotions, our behaviour and regulation strategies
* Whole school approach to supporting inclusion.
* Our vision, values and aims place an emphasis on mutual respect and on core values faith, hope love and joy which are agreed and discussed with all staff, learners and parents/carers;
* Establishing a climate where all members of the school community, irrespective of age or status, promote and model positive behaviours and values;
* PPB system in place , agreed and discussed by staff, parents and pupils
* Pupil participation in drawing up school approach to anti-bullying.

Buddying and mentoring systems in place ;

* We are rights respecting schools, using restorative practices and solution-focused approaches;
* Visual reminders such as posters / flow chart;
* website or school display screens/ parent information leaflets ;
* HWB/ RE/ PSD lessons discussions as part of our curriculum; activities such as role-play, art work, drama and literature;
* Professional drama theatre “ Hope “ production;
* Mindful relaxation throughout school;
* Reinforce school values as a weekly focus at weekly assembly;
* Peer mediation ;
* Circle time/ Bubble time;
* Art Therapy / Nurture groups / Friendship interval and lunch time group/ Boxercise/ Soft start and soft exit ; 1-1 adult check in provided to pupils if necessary;
* Using restorative practice we take time helping the person displaying bullying behaviour to understand the impact of their behaviour and supporting them as they change their behaviour;

providing support for children and young people who are experiencing bullying behaviour;

* Involving parents/carers, as appropriate, in supporting both children and young people who are bullied and those who are displaying bullying behaviour;
* Anti-bullying statement which makes clear that bullying is unacceptable and sets out everyone’s responsibility in preventing and reacting to bullying;
* Anti-bullying statement and its terms and implications are discussed and reviewed on a regular basis;
* Ensuring the level of bullying in St Brendan’s is monitored and procedures are in place for

maintaining records in Click+Go.

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Summary of Reporting, Recording and Monitoring Procedures .

In St Brendan’s we have a clear set of procedures for dealing with allegations of bullying.

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 Management Team or Pupil Support Team

To ensure consistency across all Glasgow schools/ centres, incidents of bullying and discriminatory

behaviour should be recorded on Click+Go. Recording in this way has a number of advantages.

* It will allow education services to collect data centrally;
* It will allow schools/centres to interrogate data;
* It will comply 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; including racist incidents .

The Equality Act 2010 act sets out rights which include legal protection from discrimination related

to any of the nine protected characteristics.

* Age
* Disability
* Race
* Sex (Gender)
* Pregnancy/Maternity
* Religion/Belief
* Sexual Orientation
* Marriage/Civil Partnership
* Gender Reassignment

 In all cases it is crucial that the child or young person is listened to and supported. It should be clear how the case will be monitored and reviewed. The SLT has responsibility for ensuring that procedures relating to allegations of bullying are implemented and that the whole school reports available on SEEMIS are regularly monitored. Within Click+Go information is recorded about both the person experiencing the behaviour and the person displaying the behaviour. The nature of the incident and the characteristic should be completed in all cases.