Wallacewell Primary School
Anti-Bullying Policy

Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards'.

Scottish Government (2010) – A National Approach to Anti-Bullying for Scotland's Children and Young People

Glasgow City Council is committed to providing a safe, supportive environment for all people in its education establishments. Wallacewell Primary School is committed to promoting a positive and diverse culture in which all staff, young people and our wider school community are valued and supported irrespective of their age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with

<u>Rationale</u>
Bullying behaviour is never acceptable within Wallacewell Primary. All children and young people 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.

Our Anti-Bullying Policy provide guidance to pupils, staff, parents and carers of Wallacewell Primary School in relation to preventing, responding to and reducing bullying behaviour.

One of our main functions in school is to equip our pupils for life beyond the classroom. We strive to take pro-active measures designed to increase the self-worth and self-esteem of all our children, enhance their interpersonal skills and help them to cope with life in the wider world to benefit society. This policy also reflects the principles of Getting it Right for Every Child, where each child or young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.

Aims

The aims of Wallacewell Primary's Anti-Bullying and Equalities Policy are to ensure:

- the prevention of bullying through a range of policies, strategies and approaches
- support is given to children, young people and their parents and carers who are affected by bullying
- an atmosphere of tolerance, mutual respect, co-operation and consideration is created enabling students to feel safe from fear and threat
- that everyone is responsible for preventing all forms of bullying
- support is provided for pupils who are accused of bullying, who may be experiencing problems of their own

Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up

Our Vision:

• every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults;

• children and young people and their parent(s), will have the skills and resilience to prevent and/or respond to bullying appropriately;

• every child and young person who requires help will know who can help them and what support is available;

• adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from Early Learning and Childcare onwards.

(Scottish Government 2017)

Definitions of Bullying

At Wallacewell Primary we are committed to current definitions that take account of the context in which the event took place and the impact on the person who feels harm has been done to them.

In Scotland, bullying is defined as:

Bullying is both behaviours and impact: the impact is on a person's capacity to feel in control of themselves. This is what we term 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.

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being called names, teased, put down or threatened face to face and/or 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
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

Prejudice Based Bullying and Language

Bullying behaviour may be related to prejudice-based attitudes and behaviours which may compound other differences or difficulties in a child or young person's life. These may include:

- Additional Support Needs (ASN)
- Asylum Seekers & Refugees
- Body image & physical appearance
- Gypsy & Travellers
- Care experienced children and young people
- Sectarianism
- Young Carers
- Socio-economic prejudice
- Homophobia, biphobia and transphobia

Prejudice based bullying and language can also target protected characteristics outlined within the Equalities Act 2010. These may include:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Pregnancy and Maternity
- Marriage and Civil Partnership

Online Bullying

Bullying also occurs in the virtual world which children and young people access through the Internet, via social networking (e.g. Facebook,Twitter and Snapchat), computers and mobile phones. As

communication can happen anywhere and at any time, often unsupervised, on-line bullying can be widespread and difficult to manage. However online bullying is bullying and requires similar prevention methods.

Bullying Behaviours

Bullying behaviours can include:

- name calling, teasing, putting down or threatening and intimidating by making prejudiced-based remarks
- hitting, tripping, pushing, kicking
- stealing and damaging belongings
- ignoring, excluding, spreading rumours
- sending abusive messages electronically, eg via text, emails or social networking sites
- making people feel like they are being bullied or fearful of being bullied
- targeting someone because of who they are or who they are perceived to be

This list is not an exhaustive list; there may be other behaviours that could impact negatively on a child's wellbeing.

It is important to consider the impact that bullying behaviour has on a child or young person. **The impact an incident has on a child or young person is more important than whether it is classified as bullying.** Actions can affect people in different ways. The person who has experienced harm may have experienced just one event. **The impact determines the definition of bullying**. One incident is sufficient to alert adults to take supportive action.

When is Bullying Not Bullying?

We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of behaviour. It is important to discuss how they feel and help them to develop resilience to manage their relationships.

Similarly, bullying behaviour can sometimes be unsuccessful. A person can attempt to bully someone using a range of behaviours but it has no impact – in this case the person has not been bullied but the behaviour needs to be challenged appropriately and should not be ignored. On the other hand, incidents can be perceived as bullying when they are more serious and are, in fact, criminal in nature. It is important to ensure that there is a clear distinction between bullying and other potential forms of criminal offences such as hate crime, child sexual exploitation and gender-based violence. There are laws to protect children and young people from this very serious type of behaviour (respect*me*, 2015).

Some signs to look for which could indicate bullying

- Anxiety about going to school
- Sore tummies in the morning
- Personal belongings going missing

- Unexplained marks/scratches etc
- Loss of confidence / withdrawal from activities
- Acting on incidents of bullying behaviour

Acting on bullying

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. People displaying bullying behaviour are not 'bad' people. It doesn't excuse the bullying behaviour, but it does mean that it is possible to help them change the way they behave. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it.

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 based on the impact of the bullying behaviour on the child or young person.

When an incident is reported the child or young person who has experienced bullying behaviour will receive appropriate support and protection. Examples of good practice include:

- the child or young person is taken to a comfortable place with no distractions
- the child or young person is listened to, taking the form of restorative practice if appropriate
- the member of staff should confirm that bullying is never acceptable; they deserve to feel safe
- they should be gently encouraged to talk, to find out what happened, who was involved, where and when – and notes taken
- they should be asked what they want to see happen next
- the child or young person should be kept up to date with progress;
- details of the bullying behaviour and actions taken is recorded in the SEEMIS Bullying and Equalities Module
- further details about the incident will be recorded in the SEEMIS Pastoral Notes Module
- the member of staff should inform parents of the incident and action taken, if it is judged to be appropriate.

When a child or young person has displayed bullying behaviour, a member of the management team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved when their active support is needed to implement a resolution of the bullying incident.

Examples of good practice include:
- time should be taken to understand the reasons for the bullying behaviour
- the individual or group should not be labelled as 'bullies', instead name the behaviour e.g. unacceptable, inappropriate, disrespectful
- parents/carers to be informed about the bullying incident
- staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour

- addressing what is happening behind the behaviour, even when the bullying has stopped
- appropriate consequences and support to be put in place

Consideration should be given to the consequences and support given to the young person displaying bullying behaviour to ensure that interventions are intended to improve behaviour. Such approaches might include:

- positive behaviour strategies with an appropriate member of staff
- restorative approaches
- solution orientated approaches
- involvement of educational psychologists and community police

'Where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the pupils there' (National Guidance for Schools and Local Authorities in Managing School Exclusions, 2011), senior managers have the power to exclude as a last resort.

As part of the process of resolving an incident of bullying we will adopt restorative approaches to support the person experiencing bullying behaviours and the person displaying bullying behaviours to develop a relationship based on respect.

Restorative approaches will include:
- creating an ethos of respect, inclusion, accountability and taking responsibility
- demonstrating impartiality and being non-judgemental
- actively listening while encouraging collaboration and emotional self- expression
- facilitating dialogue and problem-solving
- listening to and expressing emotion
- empowering others to take ownership of problems

Awareness and prevention across the school community

In order to tackle the issue of bullying it is essential that everyone within the community is aware that bullying is never acceptable and what action should be taken if they are subject to, or witness, what might be a bullying incident. It is essential that everyone takes responsibility in creating a safe and supportive environment within Wallacewell Primary.

To raise awareness within our school community we will:
- in consultation with pupils, parents and staff, regularly review, update and publish the school anti-bullying policy on our website
- in consultation with pupils, parents and staff, regularly review and update our schools Promoting Positive Behaviour Policy
- use the Nurturing Principles (HNIOS) to guide our relationships and promote positive behaviours and ethos across the whole school and the wider community.
- incorporate the GIRFEC Health and Wellbeing indicators (SHANARRI) to inform and guide our practice

- maintain focus on children's rights, as outlined in the UNCRC, through class charters and our whole school charter to ensure that the whole school community respect the rights of everyone
- ensure our health and wellbeing curriculum supports pupils to develop their understanding of anti-bullying and how to manage and regulate their own feelings and emotions e.g. through PATHS® and targeted Nurture Support.
- promote active citizenship, through offering pupils' opportunities to be part of a variety of committees in school – e.g. Pupil Council, ECO Committee, or by taking lead roles in our school assemblies.
- ensure that the school permanently displays classwork or posters that showcase our values and the schools continued efforts to prevent and bullying
- share relevant information on the anti-bullying section within our school website
- communicate regularly through newsletters with parents and carers to keep them abreast of our work.
- ensure all classes focus on Anti-Bullying topic through our health and wellbeing curriculum
- provide information through SHANARI focused assemblies on how to deal with bullying behaviours
- continue to run afterschool and lunchtime activity clubs to encourage further social interaction and the development of positive relationships between pupils
- continue to support anti-bullying projects and maintain nurturing school approaches to encourage a positive ethos and respect for all
- promoting work on personal safety and bullying as part of the health and wellbeing curriculum
- encouraging the development of environments in which children and young people can feel free of bullying and can thrive
- providing support in individual circumstances

Bullying in the wider community

Wallacewell Primary cannot be held responsible for bullying behaviour which takes place off school premises and outside of school activities. However, if a pupil's emotional and physical wellbeing has been compromised, as a duty of care to that child, it may be appropriate for the Senior Leadership Team to play some part in resolving incidents that involve a pupil from their school.

Our Anti-Bullying Charter

Our pupils will:

- Participate in devising and following school and class charters to support and promote a positive school ethos.
- Treat their peers with respect at all times.
- Participate fully in all lessons promoting positive behaviour and make positive choices.
- Listen to the anti-bullying messages shared in assemblies.
- Tell an adult if they are experiencing bullying behaviour or if they know someone who is experiencing bullying behaviour.
- Use online applications appropriately.

Families will:

- Be aware of Respectme, Scotland's Anti-bullying Service booklet – Bullying Behaviour: A Guide for Parents and Carers (available at http://respectme.org.uk/resources/publications/);
- Work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to help ensure bullying cannot thrive;
- Inform education establishments of bullying behaviour at the time of the incident or as soon as possible thereafter;
- Address their children's behaviour when it affects others negatively and refrain from engaging directly in a negative way with any other children involved or their parents/carers/families;
- Manage their children's use of electronic devices, mobile technologies and social media, including setting parental controls, ensuring privacy settings are in place and adhering to age guidelines;
- In the first instance, report any abuse to website providers, delete nasty or offensive messages and ensure their children unfriend or block persons potentially perpetrating abuse;
- Be aware of the type of incidents which may have to be reported to the police – retain any evidence which may include screenshots, messages, images etc;
- Understand we seek to understand the experiences, and address the needs of all children and young people, who experience bullying behaviour as well as those who present bullying behaviour, within a framework of respect, responsibility, resolution and support;
- Be given the opportunity to express their views and help shape policy development in this area;
- Be aware of the complaints process set out by the school and local authority and their rights with regard to these procedures;

Our staff will:

- Promote and model positive behaviour and values.
- Promote the School Code of Conduct – Ready, Respectful, Safe.
- Promote Restorative Approaches and Consequences.
- Familiarise themselves with Glasgow City Council's Anti Bullying Policy and with information on Prejudice-based bullying contained in Appendix 1 of the policy.
- Participate in Anti Bullying Training.
- Help to create an ethos in which bullying behaviour is unacceptable.
- Reinforce the anti-bullying messages promoted through school assemblies, the curriculum, class charters and wall posters.
- Encourage pupils and parents to notify the school of any incidents of bullying
- Take seriously, investigate and take appropriate action when notified of incidents of bullying. School staff will always alert a member of the Senior Management Team (SMT) of bullying incidents. These will me bullying can be recorded, monitored and reviewed in line with GCC and school procedures.
- Listen to and support pupils who are experiencing bullying behaviours.
- Listen to and support pupils who are displaying bullying behaviours.
- Work with parents/carers of children who are experiencing or displaying bullying behaviours.
- Work with the Senior Management Team to monitor the effectiveness of the Anti-Bullying Policy.

Further Information & Support

Further information and support on bullying can be found on our school website. Bullying – A Guide for Parents and Carers, which includes guidance on on-line bullying, is available from 'respectme' – Scotland's Anti-bullying Service on their website - www.respectme.org.uk.

<div align="center">

Contact Information

- Miss L Davidson –Head Teacher

- Mrs K Taylor - Depute Head Teacher (P1-4)
- Miss N Kelly – Depute Head Teacher (P5-7)

</div>

If you have any questions or queries about your child please contact our Depute Head Teachers in the first instance.

Telephone Number:	0141 557 5041
Email:	headteacher@Wallacewell-pri.glasgow.sch.uk