



Craigton Primary & NC

Anti-Bullying Policy



Rationale

Our vision for Craigton Primary is to have a safe, happy environment in which everyone feels included, respected and motivated. Through these we are learning to live in an achieving, nurturing, healthy and kind climate where the rights of our children are based on the United Nation's Convention on the Rights of the Child (UNCRC).

We accept that bullying, racism and discrimination can and do happen. They are major causes of distress and can lead to serious difficulties in all aspects of life. We are committed to developing positive behaviour and promoting justice and equality for all. We strive for the courage to ensure we stand up to any behaviours that do not belong in a 21st Century Scotland.

We are fully committed to Equalities and Inclusion within the wider community and this statement embraces all.

Bullying behaviour is never acceptable within Craigton Primary & NC. 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.

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. Health and Wellbeing is a central aspect of the curriculum and is the responsibility of all staff.

Bullying affects individuals, families and relationships as well as a child's education and participation. A child who is bullied will not feel safe, included or respected and this can therefore constitute a well-being concern (respectme₂).

The Equality Act 2010 act sets out rights which include legal protection from discrimination related to any of the nine protected characteristics₃.

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

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 characteristic or because of socio-economic prejudice. A young person may not have one of the characteristics but may still be bullied because of perceptions about them, their friends or their family. Homophobia, biphobia, transphobia, racism and disablism are examples of types of discrimination that are not acceptable.

THE EQUALITY ACT (2010)

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 applies to many public sector organisations based in Scotland. The Act sets out the steps organisations must take to meet their General Public Sector Equality Duty, including planning outcomes to tackle inequality, reporting a variety of equality related information, gathering evidence and using it to improve policy, practice and procurement. These extra legal obligations are called Equality Duties.

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (UNCRC)

This is a comprehensive and internationally binding agreement on the rights of children. It is based on equality, dignity, respect, protection, development and participation. Glasgow City Council recognises that bullying is a breach of children's rights and this policy is firmly rooted in the UNCRC, most notably Articles 3,12,13,19,28,29,39. More information on the UNCRC can be found at the Children and Young People's Commissioner Scotland website www.cypcs.org.uk/

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.

(Scottish Government, 2017)

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.

This can harm people physically or emotionally and, although the actual behaviour may not 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, rather than intent and persistence when defining bullying behaviour.

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.

LANGUAGE AND USE OF "LABELS"

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. It is important not to develop predisposed notions about which child or young person is likely to fall into which category.

ETHOS

At Craigton we pride ourselves in providing a positive ethos throughout our school, where everyone feels welcomed, nurtured and safe. Our H&WB curriculum focuses on Promoting Alternative Thinking Strategies and allows opportunities for learning and using skills to embed social and emotional health. Our LGBT inclusive curriculum ensures that all our children are tolerant and accepting of different lifestyles and family make ups. We celebrate diversity at Craigton by celebrating a variety of religious festivals, LGBT events and ASN awareness raising days. A focus on inclusion is regularly revisited at weekly assemblies, as part of a focus on H&WB outcomes planned for these. Anti bullying is also a focus for assemblies and we have our PATHS Pals committee who are trained in mediating and in using the 3 steps for calming down in

conjunction with restorative conversations. Our Relationships policy sets out our expectations for positive relationships, including a log and guidelines for restorative conversations.

WHAT IF SOMEONE SAYS THEY ARE BEING BULLIED?

It is crucial for school staff to listen and get it right; offer support whenever required and be mindful of the potential need for their support, no matter how busy that are at the time.

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.

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?

All behaviour is communication, it may well be that the bullying behaviour of the child or young person may stem from an unmet need.

- 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.

There will be a wide range of actions or consequences that we may take in response to bullying incidents. These actions should be proportionate and appropriate to the age and stage of the child and to the incident.

PARENTS & CARERS AS PARTNERS

Parents and carers are the people who know and understand their children's behaviour and their physical and mental wellbeing best. They have a key role to play in supporting their children when they experience bullying behaviour or display bullying behaviour. They are often able to offer advice to school staff on extra support their child might need or any creative solutions that may help resolve the situation. At Craigton we ensure that all our parents/carers are fully involved and kept informed of any incidents.

SEEMIS: RECORDING, REPORTING AND MONITORING OF BULLYING AND DISCRIMINATORY INCIDENTS / ALLEGED INCIDENTS

All incidents reported as bullying are investigated and recorded on our electronic Seemis system, including incidents of actions perceived to be bullying behaviours. This system ensures that all involved are consulted and have their voice heard. It also shows any patterns of behaviour and is a permanent record of any incidents, their outcome and a revisiting option.

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