

Craigton Primary School



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Our Anti-Bullying Policy



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Rationale

Bullying is a global problem; UNESCO 2019 found that one in three students had been bullied by their peers at school. In Scotland, the Health and Wellbeing Census Scotland 2021/22 found that 31% of pupils in P5-S3 had been bullied in the last year. Of those who had been bullied in the last year, 82% experienced bullying at school and 36% experienced bullying online.

Bullying can have both long- and short-term effects on children and young people's mental, emotional, social and physical wellbeing. It can affect their participation, attainment and inclusion, and can have an adverse and detrimental effect on childhood development, self-esteem, confidence, and future potential. Being bullied is traumatic for the individual. Impacts can also be felt by children and young people who witness incidents as well as within families and across other relationships.

Children have the right to be safe, to live free from violence and abuse and to be protected from harm (UNCRC). This anti-bullying policy sets out the principles and practices at Craigton Primary School and Nursery Class to protect children from bullying behaviour and respond robustly and effectively if bullying behaviour occurs.

What is Bullying?

"Bullying is face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in."

"The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out."

Bullying behaviour (for example, actions, looks, messages, confrontations or physical interventions) does not always need to be repeated for it to have an ongoing impact. The fear of behaviour reoccurring may have a lasting impact.

Bullying is more likely to take place in the context of an existing imbalanced relationship but may also occur where no previous or current relationship exists.

Bullying may be carried out by an individual or can sometimes involve a group of people.

Bullying behaviour can include the following:

- 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 phones/tablets.

- 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).
- Increasing the reach and impact of bullying or prejudice through the recruitment and/ or involvement of a wider group..

How we will reduce the likelihood of bullying at Craigton

1. Whole School Values and Ethos of Inclusion

Our school values are:

- Respect
- Honesty
- Perseverance
- Kindness
- Inclusion.

At Craigton, we will promote inclusion and respect for all in everything that we do. We will learn about and celebrate difference as part of our curriculum and encourage positive relationships in order create a safe, inclusive and supportive environment where bullying cannot thrive.

Our Vision is that Together we SHINE! which supports us to view diversity as a gift and encourage positive collaboration between all members of the school community.

We recognise that, as part of the nurturing principles, all behaviour is communication. Bullying behaviour may be a sign that a child requires support with their own health and wellbeing. Studies indicate that children who have experienced trauma and ACE's, for example care experienced learners, are more likely to take part in bullying behaviour. Compassion and respect will be shown to all children when ensuring the psychological and physical safety of those who have experienced bullying.

2. Whole Staff Training

Staff at Craigton commit to completing the modules on anti-bullying available through the respect me website as well as keeping up to date with any changes in policy or guidance on anti-bullying at school, local authority and national level. We commit to discussing anti-bullying principles and practices regularly at staff meetings and as part of our child protection policy.

3. Learning and Teaching

As part of our citizenship calendar, we commit to planning and delivering learning about anti-bullying in class and during assembly every year, as part of our health and wellbeing curriculum. Resources from the respect me website and local and national guidance will be used to support this.

4. Communication and Consultation

All stakeholders, including pupils, families, staff and partners will be consulted in the construction and regular evaluation of this anti-bullying policy. Due weight will be given to their views, especially those of the young people at Craigton Primary. This policy will be communicated with all stakeholders in August every year.

5. Clear Guidance

This policy commits to providing clear guidance to children, staff and families on what to do if someone experiences bullying behaviour, is displaying bullying behaviour or witnesses bullying behaviour.

Our whole school approach ensures children and adults work together to create a nurturing environment which implements the six principles of nurture. Our policy is based on positive relationships on a foundation of mutual respect between our pupils and teachers.

Our Nurturing Principles are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important for the development of self esteem
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children

At Craigton Primary, we recognise the importance of implementing a whole school approach to supporting children to develop positive relationships and choices.

Consistent Approach

In Craigton Primary we all:

1. **Model** positive behaviours and build relationships.
2. **Plan** lessons that engage, challenge and meet the needs of the learners.
3. **Praise** positive choices and celebrate these consistently.
4. **Refer to our school values** in all conversations about behaviour.
5. **Remain calm, respectful and kind** and give 'thinking time' when having a restorative conversation.
6. **Follow up** every time and engage in reflective dialogue with learners.
7. **Implement a clear staged intervention** model to support children and families.
8. **Use working on what works** to celebrate positive behaviours as a team.
9. **Encourage fantastic walking** in our school building.
10. **Remain curious and flexible** when responding to individual learners and adapt the policy where necessary to be inclusive of all.

Our Promoting Positive Relationships Blueprint

Engagement with learning is what we consistently strive for at Craigton Primary underpinned by high quality learning and teaching. For the vast majority of our learners a gentle reminder is all that is needed, although there are some occasions when it is necessary for a child to leave their classroom for a short period of time. **However, steps should always be gone through with care and consideration, taking individual needs into account where necessary.** All learners must be given time in between steps for them to change their behaviour. Steps should not be skipped or accelerated for repeated low-level disruption.

Steps	Actions
1. Redirection/Reminder	<ul style="list-style-type: none">• Gentle encouragement• A reminder of our 3 rules (Ready, Respectful, Safe) delivered privately wherever possible• Repeat reminders if necessary and appropriate• De-escalate wherever possible

	<ul style="list-style-type: none"> Praise given if learner is able to model good behaviour as a result of the reminder
2. Caution	<ul style="list-style-type: none"> A clear verbal warning delivered privately wherever possible Clearly outline consequence if behaviour continues Emphasise that the learner has the choice to do the right thing Remind learners of previous good choices
3. Last Chance	<ul style="list-style-type: none"> Speak to the pupil privately and give them a final opportunity to engage Use the 30 second scripted intervention <ul style="list-style-type: none"> I have noticed that you are... (having trouble focusing, wandering around etc) right now. At Craigton we always make sure we are Ready, Respectful and Safe. Because of that you need to... (refer to action to support behaviour (e.g. moving to another table, remember to put your hand up etc) Do you remember yesterday/last week when (refer to previous positive behaviour)? That is what I need to see today... Thank you for listening... then give the child some time to talk if they wish
4. Reflection Time	<ul style="list-style-type: none"> Reflection Time will be a short time away from the classroom with a designated member of SLT and the parent will be notified via a phone call. SLT will be notified via a blue card. It is time for the child to calm down, breathe and compose themselves The child will then complete the task with the member of SLT supporting them before returning to class when appropriate.
5. Restorative Conversation	<ol style="list-style-type: none"> What happened? What were you thinking and how were you feeling at the time? Who has been affected and how do you think they have been affected? What should we do to put things right? How can we do things differently in future? <p>A phone call will be made to parent/carer notifying them that their child required time out of class and a copy of the reflection task will be sent home to be signed and returned.</p>

Should low level disruptions in class continue, and no improvements are made through using the steps above, a professional judgement will be made, and the class teacher should contact parent/carer to discuss concerns (discuss with pastoral care SLT link first). This will be recorded in pastoral notes and SLT will also keep a record of this step. A short-term target sheet or home-school communication book may be implemented as a result of this conversation.

The use of public behaviour charts (e.g loss of Golden Time / ready to learn/ rewards ladders) should not be used in any classroom as a means of promoting positive choices. Loss of Golden Time/Fun 31 should not be used as a means of encouraging positive behaviour.

Serious Incidents

All serious matters should be referred to SLT and a Time Out to Think will be given at the next available break time. A phone call will be made to the parent/carer notifying them that their child had a TOTT and note the type of behaviour displayed. Such incidents may include:

- Physical violence
- Racist, sexist, homophobic comments
- Using abusive/offensive language

Craigton Primary School Our Restorative Scripts for Intervention

Ac Micro script (30 second scripted intervention)

1. • I have noticed that you are... (having trouble focusing, wandering around etc) right now.
2. • At Craigton we always make sure we are Ready, Respectful and Safe.
3. • Because of that you need to... (refer to action to support behaviour (e.g. moving to another table, remember to put your hand up etc)
4. • Do you remember yesterday/last week when (refer to previous positive behaviour)?
5. • That is what I need to see today...
- Thank you for listening... then give the child some time to talk if they wish

Restorative Conversations:

1. What happened?
2. What were you thinking and how were you feeling at the time?
3. Who has been affected and how do you think they have been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?