

# Newmill Primary School



## Anti-bullying Statement November 2021

## Background

The response to alleged bullying behaviour at Newmill Primary is governed by policies determined by Moray Council and by guidance provided by Respect Me [respectme | Scotland's anti-bullying service](#) [respectme](#)

The purpose of this document is to outline practice at Newmill Primary School to support existing and new staff adhere to policy and procedure in a safe manner.

The well-being of learners and the promotion of the UNCRC is paramount (United Nations Convention on the Rights of the Child). All learners have a right to an education, to be safe from bullying behaviour and to be included. This is explicit within our values which are:

Belong  
Support  
Grow  
Aspire

Our school rule Charter also promotes the notion that every child has a right to be respected and feel safe within the school environment. Instances of bullying behaviour breach this shared ethos.

## Definition

“Bullying behaviour is both behaviour and impact. The impact is on a person’s capacity to feel in control of themselves. This is often called a loss 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 for All, 2017)

Bullying behaviours can affect people physically and mentally. It can be persistent over time or a one off-incident.

Given the focus on the impact on those experiencing issues, an incident need not be intentional to be classed as bullying behaviour.

Bullying behaviour 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
- Sending inappropriate messages, video clips or images on using online media

The policy recognises that behaviours targeted at a protected characteristic is illegal (e.g. age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, sex, religion and belief and sexual orientation).

Newmill Primary School recognises the potentially wide-ranging impact of bullying behaviour on those who have experienced issues including social withdrawal, self-efficacy, attendance issues, confidence, general well-being and mental health, focus and concentration & physical harm.

## Our Response

Newmill Primary School adopts a staged and multi-faceted approach to tackling bullying behaviour.

Level	Description	Action
Universal	Pro-active and positive actions promoted across the school via the curriculum	<ul style="list-style-type: none"> <li>• Classes develop charters around the principles of the UNCRC and the school rules and values. As part of this, learners offered clear processes for reporting potential instances of bullying.</li> <li>• Learners rewarded and celebrated for exhibiting positive behaviours especially around school values</li> <li>• Adults model respectful relationships and interactions</li> <li>• Positive and non-discriminatory behaviours are a focus of whole school activities such as IDL, Circle Time, Philosophy lessons and assemblies.</li> <li>• Safe practices (including healthy friendships and relationships) taught via the Health &amp; Well-being curriculum</li> <li>• Pupil Leadership Wellbeing Ambassadors are appointed to support all learners to access wellbeing entitlements.</li> <li>• Zones of Regulation is used as a social emotional learning framework and pathway to support regulation and emotional control.</li> <li>• High adult pupil ratio in playground/unstructured play</li> </ul>
Targeted Response Stage 1	Concern raised re bullying behaviour. This concern can be reported by a member of staff (using established reporting procedures), learner or parent. -	<ul style="list-style-type: none"> <li>• Investigated by a teacher or by a member of the senior leadership team (taking account of any mitigating factors and additional support needs).</li> <li>• No blame perspective adopted and all parties listened using principles of restorative practice</li> <li>• Those displaying the behaviours are supported to understand the impact of the behaviour</li> <li>• In most instances, learners given an opportunity to agree a way forward and correct / repair behaviour and relationship</li> <li>• Key parties asked to monitor (e.g. playground staff; teachers, learners)</li> <li>• Wellbeing Concerns recorded and monitored on line with whole school system.</li> <li>• Staff to consider recording on Seemis on Bullying &amp; Equalities Module</li> </ul>
Targeted Response Stage 2	Recurrence or persistence of previously highlighted issue or a more serious issue involving a high level of physical violence;	<ul style="list-style-type: none"> <li>• Investigated by a teacher or by a member of senior leadership team</li> <li>• No blame perspective adopted and all parties listened using principles of restorative practice</li> <li>• Those displaying the behaviours are supported to understand the impact of the behaviour</li> </ul>

	destruction of property; use of discriminatory language (re a protected characteristic)	<ul style="list-style-type: none"> <li>• Action dependent on outcome but likely to involve: <ul style="list-style-type: none"> <li>○ Involvement of parents</li> <li>○ Reactive measure such as having breaks at different times</li> <li>○ Restorative approaches</li> <li>○ Individual Wellbeing monitoring tool put into place</li> <li>○ May include Formal involvement of Home School Link Worker to support all parties</li> </ul> </li> <li>• Recorded on Seemis on Bullying &amp; Equalities Module.</li> </ul>
Targeted Response Stage 3	Further recurrence or persistence of previously highlighted issue or repeated more serious issues involving a high level of physical violence; destruction of property; use of discriminatory language (re a protected characteristic)	<ul style="list-style-type: none"> <li>• Investigated by member of senior leadership team</li> <li>• No blame perspective adopted and all parties listened using principles of restorative practice</li> <li>• Those displaying the behaviours are supported to understand the impact of the behaviour</li> <li>• Action dependent on outcome but could involve: <ul style="list-style-type: none"> <li>○ As per Stage 2 response</li> <li>○ Involvement of police</li> <li>○ An alternative to exclusion or a full exclusion in extremis.</li> </ul> </li> <li>• Recorded on Seemis on Bullying &amp; Equalities Module.</li> </ul>

### Interventions

Whilst bullying behaviour will not be tolerated, learners at Newmill Primary will not be labelled as bullies, victims or perpetrators. Those displaying bullying behaviour and those experiencing will be the generally accepted language. As a nurturing school, we recognise that, even for those displaying behaviours, all behaviour is communication and there will be a presumption that all parties will require support to address behaviours – especially in cases where an immediate stage 1 resolution is not possible.

The support offered to both those experiencing and displaying bullying behaviour will vary according to a range of factors.

Newmill Primary offers a range of supports including:

- Restorative meetings
- Targeted Well- being 'Check ins' to support and monitor
- Peer Buddy or adult support at break and lunch-time
- Home School Link Worker or support
- Seasons for Growth
- Group interventions to support positive relationships