

Rationale

North Ayrshire Council is committed to providing a safe, supportive environment for all people in its educational establishments.

At Annick Primary School, we are a supportive and inclusive community where learners can achieve success for today, and prepare for tomorrow. For learners to achieve their full potential, they must learn in a safe, secure and nurturing learning environment where their differences are recognised, respected and celebrated.

This policy is underpinned by the school's vision, values, aims and Promoting Positive Relationships Policy:

ANNICK PRIMARY and EARLY YEARS

We learn, care and work together, ensuring every member of the school community is included, respected and provided with the necessary tools to create a positive future for all.



"At Annick Primary, we ensure that all children and young people are included, engaged and involved by creating opportunities and building skills to develop positive relationships. We believe in and value the role of establishing and maintaining an ethos of mutual respect and trust across our learning community" (Annick Primary Promoting Positive Relationships Policy 2022).

To achieve a respectful, trusting and inclusive environment, free of unacceptable and intolerant behaviour, we are committed to ensuring the whole-school community adhere to our anti-bullying strategy. Our policy has been written in conjunction with national and local anti-bullying policies and guidelines; Equality Act (2010), 'Respect for All' (Scottish Government, 2017) Respect Me (2015) and 'Bullying: It's Never Acceptable' (North Ayrshire Council, 2019). In addition, the following articles from United Nations Convention on the Rights of the Child (UNCRC) are at the heart of our policy and ethos of the school:

Article 2 – The right to protection from discrimination

Article 19 – The right to be protected from being hurt or badly treated

Article 29 -The right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values.

Aims

Ensure that all young people are free to learn in a **safe, secure and tolerant** environment.

Ensure there is a **common understanding** between learners, staff and parents/carers of what bullying is and different forms.

Develop a **partnership** approach to anti-bullying with parents, carers, learners and staff.

Promote a **positive ethos** that fosters self-esteem and resilience for our pupils.

Equip young people with the necessary skills to **recognise and tackle** bullying behaviour both in school and outside of school.

Support pupils who have been affected by bullying.

Provide help to pupils perpetrating bullying behaviours to **recognise** the causes and consequences of their behaviour.

Provide **support** and advice for parents, carers and staff when dealing with bullying behaviours.

Establish **clear steps and guidelines** for recording, reporting and monitoring instances of bullying.

What is Bullying?

At Annick Primary school, we are fully committed to eliminating any and all forms of bullying behaviour, which can leave young people feeling hurt, frightened and upset. If young people do not feel happy or believe they are secure at school then they will be less likely to attain and achieve their full potential.

Our school policy takes its definition of bullying from Respect for All (2017):

“Bullying is both behaviour and impact; the impact is on a person’s capacity to feel in control of themselves. This is what we term as 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.**”

During session 2023-2024, Our Respect Everyone Pupil focus group created the following pupil friendly definition:

“Bullying behaviour is a way in which others act. It can be shown from someone you know and can make others feel hurt, sad and scared. These actions can happen in person and online.”

Respect Everyone Pupil Focus Group (2023-2024)

Bullying 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 behaviour can include:

Being called names, teased or threatened face to face/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 (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).

Protected Characteristics

At Annick Primary School, we treat prejudice based bullying and language with the same level of seriousness as any other form of bullying. The Equality Act 2010 outlines the nine protected characteristics:

Age, Disability, Race, Sex, Pregnancy, Religion/Belief, Marriage/Civil Partnership, Gender Reassignment, Sexual Orientation

Other groups to whom the intentions of the Act apply include Young Carers, Looked After Children, Asylum seekers and the economically disadvantaged.

Online Bullying

Online bullying should not be treated differently from face-to-face bullying. Online bullying, or 'cyberbullying' as it is often referred to, affects young people in the exact same ways as face-to-face bullying. This form of bullying can happen through the medium of social media, messaging services, chatrooms, emails, pictures/video clips, gaming platforms. One of the biggest differences between cyberbullying and face-to-face bullying is that it can be hard to get away from. Young people could be bullied anywhere, anytime – even when they are at home.

We address online bullying as part of our school anti-bullying approach, not as a **separate** area of work or policy. Where both parties are present in our school, we will apply the **same** reporting and monitoring procedures as face to face bullying.

Where bullying behaviour is reported to us and we only have one party in our school, we will **support** the young person who is experiencing bullying behaviours or we will **challenge** and support the young person committing bullying behaviours to see how their actions are affecting others in a negative manner.

When is it NOT bullying?

It is just as important to remember young people will 'fall out' and disagree as a **normal** part of growing up and we would not consider this bullying behaviour or address it through this policy, unless left unresolved and it develops into something more serious. Young people experiencing fall outs and disagreements will be supported in the normal way. Restorative approaches provide learning opportunities which can support young people, allowing them the time and space to reflect, repair, restore and bounce back to become emotionally stronger and resilient.

Roles and Responsibilities

Learners

What is expected of YOU...

Follow our school **values** in and out of school

Do not engage in bullying behaviours

Respect all individuals for who they are

Value diversity

Use technology **appropriately**, in line with legal guidelines

Tell **someone you trust** if you or someone else is being bullied

If you can't tell someone, **write down** your worries and share them with a member of staff

Be a **supportive and responsible** friend and peer

What you should expect from OTHERS...

Be treated with **respect**

Be **listened to**

Have your concerns taken **seriously** and **investigated** sensitively and fairly

Have options on how to **report** bullying and **choices** on how to **respond**

Receive **support and guidance** from parents, staff and SMT.

Be **included** in policy development in relation to anti-bullying

PARENTS

What is expected of YOU...

Be **aware** of school values and anti-bullying policy.

Be **alert** to your child's wellbeing and watching out for changes to mood and personality.

Understand that 'fall outs' and disagreements are not uncommon.

Encourage your child to use technology **appropriately**, in line with legal guidelines.

Familiarise yourself with the **language** of technology.

Be **alert** to the dangers online.

What you should expect from OTHERS...

A **clear** anti-bullying policy.

Effective communication.

Be **listened to** and treated with **respect**.

Have all reports of bullying behaviour **taken seriously and investigated sensitively**.

Be **informed** of the steps and procedures taken in line with this policy.

Monitoring of the situation by school staff and **updates** in line with this policy.

Informed of actions and outcomes.

Be **directed** to appropriate resources or services.

Be **included** in policy development in relation to anti-bullying.

Staff

Understand our anti-bullying policy and procedures.

Act in accordance with our **school values**, NAC Code of Conduct and the values and principles of Respect for All to **prevent and respond to bullying behaviour**.

Be a **positive role model** in and out of school.

Listen to all reports of bullying.

Record in line with school policy.

Seek information on actions and outcomes from SMT.

Be careful to avoid the terms '**bully**' and '**victim**'. Instead refer to bullying behaviour.

Engage in training and formulation of anti-bullying policy.

What to expect from others:

Be **listened to** when reporting bullying incidents.

Have your concerns taken **seriously**.

Have your concerns **responded to** in line with this policy.

Support when responding to bullying behaviours.

Informed of actions/outcomes.

Opportunities to undertake appropriate **training** on anti-bullying.

Be **included and involved** in the development of anti-bullying policy.

SLT

Understand our anti-bullying policy and procedures.

Act in accordance with our **school values**, NAC Code of Conduct to **prevent and respond to bullying behaviour**.

Listen to all reports of bullying.

Record in line with school policy.

Investigate all allegations sensitively and fairly.

Communicate with all pupils involved and take their views into account.

Work **alongside** parents.

Make use of **restorative** interventions and approaches.

Agree actions and **monitor** closely.

Inform all stakeholders of actions and outcomes.

Consult all stakeholders on policy development.

What you should expect from others:

All stakeholders to **act in accordance** with our **school values**.

Learners, parents and staff to **report** bullying behaviours.

Access to training and resources on anti-bullying.

Learners, parents and staff **involved** in anti-bullying policy development.

School Strategies to Prevent Bullying Behaviour

At Annick Primary School, we support our children to:

- respect themselves, and respect others
- value their relationships with others
- take responsibility for their actions
- have the skills to put things right when they go wrong

As a school we:

- promote a culture of positivity and respect
- provide opportunities for young people to engage in discussions about friendships and relationships; how to manage, repair and respond to changes within friendships and relationships
- promote a listening and calm approach in responding to reports of bullying behaviour.
- provide a supportive environment in which people affected by bullying behaviours can have time to talk through the options they have to make bullying stop, or to help them manage how they are feeling.
- ensure all children and young people are included, engaged and involved and have the opportunity to participate in school and community events
- know about and operate a clear policy and procedure in responding to bullying behaviours
- consider factors that may impact upon a child or young person's wellbeing, including whether any support for learning or a Wellbeing plan is required
- think about how to stop bullying before it happens
- challenge inappropriate behaviour

Strategies to Respond to Bullying Behaviour:

Whether children and young people have been on the receiving end of harm or if they have been responsible for the harm through their bullying behaviour, needs can often be the same. A Restorative Approach can provide both sides with a chance to be listened to, a chance to explain what has happened from their point of view, a chance to explore the impact of the bullying behaviour, to challenge prejudice and offer an opportunity to learn and change behaviour.

1. Universal – Preventative**Restorative conversations in practice:**

In all educational establishments in North Ayrshire, the same restorative enquiry questions are used:

| Person experiencing bullying behaviour: | Person exhibiting bullying behaviour: |
|--|---|
| 1. What happened (...and then what happened?) 2. What were your thoughts at the time? 3. What have your thoughts been since? 4. How have you or anyone else been affected by this? 5. What's been the hardest thing for you? 6. What would you like to see happen? | 1. What happened (...and then what happened?) 2. What were you thinking at the time? 3. What have your thoughts been since? 4. Who has been affected by this? How have they been affected? 5. What do you think needs to happen now? |

2. Targeted, low-mid level intervention strategies

Some young people need additional support in developing and maintaining relationships, and repairing them when they go wrong. Small group work and restorative conversations can be used to support.

3. Intensive high level intervention

A small number of young people need intensive help with types of behaviour that mean their relationships frequently break down and they experience a significant amount of conflict. The strategies below outline more specialist support available to these young people:

- One-to-one support and signposting to external agencies for additional support (if required)
- Full restorative conversations (with parent/carer)
- Class or group restorative conversations

Reporting Procedure

Annick Primary record incidents of bullying behaviour in line with North Ayrshire Council guidance. We will use the SEEMIS management system, including Pastoral Notes, to record and monitor instances of bullying behaviour. Recording must include information on:

The children and young people involved, as well as staff or other adults

Where and when bullying has taken place

The type of bullying experienced, e.g. name-calling, rumours, threats etc.

Any underlying prejudice including details of any protected characteristic(s)

Consideration of personal or additional support needs and wellbeing concerns

Actions taken including resolution at an individual or organisational level

When responding to reports of bullying behaviour all North Ayrshire Educational Establishments, adhere to the following procedures:

