

Dalry Primary School



Anti-Bullying Policy

September 2023

#Respectme

Bullying: It's Never Acceptable

North Ayrshire Council's Approach to Anti-Bullying



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1. Rationale

Having a well embedded anti-bullying policy which is clearly understood by the whole school community will ensure a consistent approach and helps to establish and maintain a safe and emotionally nurturing environment, free from threat, fear or harassment, in order that each child/ young person may be able to achieve their full potential.

This involves building the four capacities of becoming successful learners, confident individuals, effective contributors and responsible citizens as well as having improved life chances where they are more at risk.

These Anti-Bullying Guidelines provide guidance to pupils, staff, parents and carers of Dalry Primary School on preventing, responding to and reducing bullying behaviour.

2. Aims

We believe the values and ethos of the school are central to this policy:

Respect Honesty Resilience Inclusion

- To ensure that all children are provided with a safe, inclusive and supportive environment in which to learn.
- To help staff, pupils and parents have a shared understanding of bullying behaviour and the approaches and processes used to prevent and respond to incidents of bullying.
- To reduce, prevent and respond effectively to bullying behaviour.
- To provide a clear and consistent approach to managing incidents of bullying behaviour.
- To ensure that anti bullying approaches are embedded in practice, ensuring fairness, respect, equality and inclusion.
- To ensure rigorous recording and monitoring procedures are in place in response to all incidents of bullying.

3. Definition of Bullying Behaviour

Bullying is a mixture of behaviours and impacts; what someone does and the impact that it has on you, which affects your ability to feel safe and in control of yourself.

North Ayrshire Council respects, supports and recognises the National Approach to Anti-Bullying as set out in Respect for All.

(Scottish Government, 2017) and the definition:

“Bullying is both behaviour and impact. The impact is on a person’s capacity to feel in control of themselves.....bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened or left out. This behaviour happens face to face and online.”

(Respect Me, 2015)

The UN Convention on the Rights of the Child (UNCRC) applies to all children and young people under 18. Its aim is to recognise the rights of children and young people and ensure that they grow up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity.

Getting it right for every child (GIRFEC) is based on children's rights and its principles reflect UNCRC. It recognises that children and young people need to be "protected from abuse, or harm at home, at school and in the community". We want to make sure that everyone feels safe, happy, healthy and secure, both where they live and go to school. Only by working in partnership can we ensure we are doing the best for our children and young people.

What is bullying behaviour?

Bullying behaviour happens face to face and online and can include:

- Being called names, being teased or made fun of.
- Being hit, pushed or kicked or physically mistreated.
- Having your belongings taken or damaged.
- Being ignored, left out, or having rumours spread about you.
- Being humiliated.
- Receiving abusive messages or having nasty comments made about you online.
- Being targeted because of who you are or how people see you.

Prejudiced Based Bullying

Bullying behaviour may be as a result of treating people differently because they appear or are thought to be different.

The Equality Act (2010) legally protects people from discrimination and states that any bullying related to the following 'protected characteristics' is unacceptable – age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

When is it not bullying behaviour?

It is a normal part of growing up for children to fall out and have disagreements.

In these situations, we encourage children to discuss how they feel and seek help to work through their problems. Through this restorative approach we are providing our children with learning opportunities which allow them to become emotionally stronger and resilient.

4. Impact

Bullying creates a culture of fear and has a negative impact on everyone involved. Being bullied can seriously affect a child's physical, emotional, academic and social well-being.

The impact of bullying may lead to:

- Health issues
- Reduced self-confidence and/or self esteem
- Poor or non-attendance
- Withdrawal from normal activities
- Loneliness/ isolation
- Anxiety and depression
- Tearfulness
- Humiliation
- Feeling unsafe and fearful
- Inability to share feelings and communicate with others
- Changes to behaviour and/or physical appearance
- Aggression
- Demonstrating bullying behaviour towards others
- Lowered aspirations
- Eating disorders
- Self-harm
- Suicidal thoughts
- Parental or family stress and anxiety

5. Frequency

Every bullying incident should be looked at individually. Understanding the impact of behaviour rather than establishing whether someone acted deliberately is key to building an effective Anti-Bullying approach. At Dalry Primary School we believe that a restorative response is most beneficial to all parties in providing positive outcomes for all.

6. Whole School Strategies and Approaches to Identifying and Dealing with Bullying type Behaviours.

Our school policy makes it clear to whom any incidents of bullying should be reported and includes details of support and resources for pupils, parents and staff. A zero tolerance policy applies to all identified incidents of bullying.

Staff, pupils and parents are aware of the school's anti-bullying procedures. All staff will endeavour to ensure that pupils work within a safe, positive and purposeful school environment. Class teachers ensure that the atmosphere within their classrooms is such as to encourage positive relationships. Our staff work actively to implement, monitor and review our school's policy.

Implications of our Anti-bullying policy are reinforced through:

- vision, values and aims of our school.
- consultation with pupils, parents and other interested parties, e.g. Community Police.
- delivery of a whole school Health and Wellbeing programme which addresses the issue of bullying.
- Staff training and CPD.
- Induction and transition programmes that promote inclusion, help children develop resilience and encourage healthy relationships.

Prevention of Bullying

Within this policy all members of staff understand their role in preventing bullying and in dealing with instances of bullying.

Pro-active strategies to help decrease the incidence of bullying include the following:

- anti-bullying days/weeks taking on board issues that are raised in school, locally or nationally.
- use of playground buddies.
- Curriculum for Excellence – delivery of Health and Wellbeing experiences and outcomes which encourage children to build resilience and develop their understanding of the features of bullying-type behaviours.
- Use of whole school behaviour policy ‘Doing Right at Dalry’ which encourages positive behaviour choices and uses a restorative approach to helping all parties move on from negative experiences.
- use of leaflets and posters either ‘school made’ or commercially produced from, for example, *respectme*, Childline, CEOP, Parentline, etc. (see Appendix 2).
- copies of anti-bullying policy displayed in school and available online via our school website.
- internet safety programmes for children and young people, parents/carers.

Management of Bullying Behaviour

The Head Teacher ensures that those who have experienced bullying behaviour will receive appropriate support and protection.

This is achieved by:

- being listened to
- mediation/restorative practice
- peer support
- playground buddies
- circle time
- involvement of specialist partner agencies
- counselling

Roles and Responsibilities

All Staff:

- Build and maintain a welcoming ethos which is inclusive of all pupils, staff, parents and carers.
- Promote equality, diversity and children's rights.
- Promote the Health and Wellbeing of all pupils.
- Model Nurturing and Restorative Practice. (See Appendix)
- Model Rights Respecting Schools behaviour. (See Appendix)
- Identify and record incidents of bullying using Pastoral Notes.

Head Teacher & SMT:

- Ensure that all incidents of bullying are dealt with promptly and fairly.
- Act as role models for pupils, parents, carers and staff.
- Provide appropriate training and this is updated regularly.
- Ensure all staff are clear about their roles and responsibilities in relation to preventing and responding to bullying.
- Maintain clear monitoring and recording procedures.

Teaching and Non-Teaching staff:

- Provide a variety of learning experiences which promote the Health and Wellbeing of all pupils.
- Make children aware of the many different types of bullying and the strategies they can use to overcome them.
- Offer children a range of ways to report bullying behaviour.
- Report incidents of bullying to SMT promptly, using pastoral notes.
- Use Emotionworks to help children express how they feel and understand how their behaviour can impact on others.

Parents and Carers:

- Promote positive attitudes and relationships.
- Work in partnership and support the school policy.
- Report to the school any concerns they may have.

Pupils:

- Treat others with kindness and respect.
- Follow and respect our "Doing it Right at Dalry" behaviour policy

- Access learning opportunities to develop their understanding of bullying behaviour e.g. class lessons, assemblies and visiting agencies.
- Contribute positively to SHANARRI indicators (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included).
- Report any incidents of bullying involving themselves or others to a member of staff.

Recording and Monitoring

Incidents of bullying are recorded systematically using Pastoral Notes and authority procedures followed. This system will ensure that all relevant parties are informed and that the appropriate response actioned. We have zero tolerance for bullying.

Monitoring bullying incidents must provide information on recurring patterns, including:

- involvement of particular children and young people, staff or other adults.
- where and when bullying takes place.
- aspects of prejudice or discrimination underlying bullying.
- action taken or resolution at an individual or organisational level.
- consideration of personal or additional support needs.

Each bullying incident must be recorded in the Pupil Personal Record and also entered on SEEMiS pastoral notes as a significant event.

When a child or young person has been involved in bullying behaviour the SMT will ensure that parents or carers are informed in consultation with their child or young person and will actively seek their support in implementing a resolution to the bullying incident.

The Head Teacher with full staff support will help those who engage in bullying behaviour to understand the impact of their behaviour and support them to change it.

7. Quality Assurance and Self- Evaluation

Schools and establishments are required to monitor the effectiveness of their policy and practice through a process of self-evaluation.

Staff, parents, carers and pupils have all been consulted in the development of this policy. Their values and opinions have been included and they will be consulted again when the policy is evaluated, reviewed and updated (at least every three years).

8. Appendices

1. Top anti bullying tips for children
2. Top anti-bullying tips for parents
3. Restorative practice explained
4. Procedure flow chart
5. Checklist to support investigations
6. Useful contacts

TOP ANTI-BULLYING TIPS - CHILDREN

- IT DOESN'T MATTER WHAT COLOUR HAIR YOU HAVE; WHAT TRAINERS YOU ARE WEARING; HOW YOU SPEAK; HOW YOU WALK; HOW YOU TALK – **IT IS NOT YOUR FAULT IF YOU GET BULLIED. WE ARE ALL DIFFERENT SOME WAY AND THAT'S WHAT MAKES US AMAZING**
- WHETHER YOU ARE A BOY OR A GIRL, OLD OR YOUNG, BIG OR SMALL – BULLYING MAKES YOU FEEL RUBBISH AND IT'S OKAY TO BE UPSET ABOUT IT. **THE IMPORTANT THING IS THAT YOU TELL SOMEONE ABOUT IT**
- IF YOU FEEL YOU CAN, TALK TO A TEACHER YOU TRUST OR YOUR PARENTS, BROTHER OR SISTER. IF YOU DON'T WANT TO DO THAT **YOU CAN ALWAYS CALL CHILDLINE** 0800 11 11 OR VISIT WWW.CHILDLINE.ORG.UK
- KEEP A RECORD OF WHAT HAPPENED, WHEN IT HAPPENED, AND WHO WAS INVOLVED. IF THE BULLYING IS ONLINE, **KEEP THE EVIDENCE** – SAVE OR COPY ANY PHOTOS, VIDEOS, TEXTS, EMAILS OR POSTS.
- IT CAN BE TEMPTING IF YOU ARE BEING BULLIED TO RETALIATE – FOR EXAMPLE TO SEND A HORRIBLE MESSAGE BACK TO SOMEONE; TO TRY AND EMBARRASS AND HURT THE OTHER PERSON, OR TO FIGHT BACK. **THIS IS NOT A GOOD IDEA-YOU MIGHT END UP BEING SEEN AS THE TROUBLE MAKER OR GET YOURSELF EVEN MORE HURT**
- **THINK ABOUT OTHER EAYS YOU CAN RESPOND TO BULLYING.** FOR EXAMPLE, PRACTICE SAYING: "I DON'T LIKE IT WHEN YOU SAY THAT/DO THAT – PLEASE STOP." THINK ABOUT OTHER PEOPLE WHO CAN HELP YOU IF YOU ARE BEING BULLIED – THIS COULD BE OTHER CLASSMATES, OR A TEACHER
- **ONLY HANG OUT WITH PEOPLE WHO MAKE YOU FEEL GOOD ABOUT YOURSELF.** IF SOMEONE CONSTANTLY PUTS YOU DOWN THEY ARE NOT A REAL FRIEND AND NOT WORTH YOUR TIME
- **BE KIND TO YOURSELF**, AND DO THINGS THAT MAKE YOU FEEL GOOD, RELAX AND MAKE NEW FRIENDS. YOU MIGHT PLAY AN INSTRUMENT; WRITE LYRICS; DRAW CARTOONS; DANCE; ACT OR JOIN IN A SPORTS CLUB. THIS IS YOUR LIFE SO MAKE SURE IT'S THE BEST LIFE POSSIBLE – **DON'T LET ANYONE BRING YOU DOWN**
- **YOU COULD TELL AN ADULT**, IN MOST CASES THIS A GOOD IDVICE. TALKING TO SOMEONE YOU TRUST CAN REALLY MAKE A DIFFERENCE TO HOW YOU'RE FEELING; EVEN IF IT DOESN'T MAKE THE BULLYING STOP
- **YOU COULD IGNORE IT**, THIS CAN BE A GOOD COPING MECHANISM, BUT IT'S NOT ALWAYS EASY TO PRETEND THAT YOU'RE OKAY WHEN YOUR NOT. SO, IF THIS ISN'T FOR YOU, TRY A DIFFERENT OPTION.

- **YOU COULD KEEP A DIARY OF WHAT HAPPENS**, WRITING THINGS DOWN CAN BE A REALLY USEFUL WAY OF COPING WITH HOW YOU'RE FEELING; ESPECIALLY IF YOU AREN'T READY TO TALK TO SOMEONE ABOUT IT
- **YOU COULD BLOCK OR REPORT USERS ONLINE**, IF THE BULLYING IS HAPPENING ONLINE, YOU CAN 'BLOCK' PEOPLE AND DELETE POSTS, BUT THAT WON'T STOP OTHER PEOPLE FROM SEEING THEM. YOU CAN ALSO REPORT OFFENSIVE LANGUAGE OR AGGRESSIVE BEHAVIOUR ON SOCIAL MEDIA SITES
- **DON'T BOTTLES THINGS UP**, IT'S IMPORTANT NOT TO BOTTLE UP YOUR FEELINGS - THIS CAN MAKE YOU FEEL WORSE. IT CAN HELP TO TALK TO A FRIEND OR SOMEONE ELSE YOU TRUST ABOUT HOW YOU FEEL, EVEN IF YOU DON'T WANT THEM TO DO ANYTHING

TOP ANTI-BULLYING TIPS – PARENTS

- IF YOUR CHILD IS BEING BULLIED, **DON'T PANIC**. EXPLAIN TO YOUR CHILD THAT THE BULLYING IS NOT THEIR FAULT AND TOGETHER YOU WILL SORT THIS OUT
- **BULLYING IS NEVER ACCEPTABLE**, AND SHOULD ALWAYS BE TAKEN SERIOUSLY. IT IS NEVER YOUR CHILD'S FAULT IF THEY'VE BEEN BULLIED
- TRY AND **ESTABLISH THE FACTS**. IT CAN BE HELPFUL TO KEEP A DIARY OF EVENTS. IF THE BULLYING IS ONLINE, SAVE OR COPY IMAGES AND TEXT
- **FIND OUT WHAT YOUR CHILD WANTS TO HAPPEN**. HELP TO IDENTIFY STEPS YOU CAN TAKE; AND THE SKILLS THEY HAVE TO HELP SORT OUT THE SITUATION. MAKE SURE YOU ALWAYS KEEP THEM INFORMED ABOUT ANY ACTIONS YOU DECIDE TO TAKE
- **YOU MAY BE TEMPTED TO TELL YOUR CHILD TO RETALIATE BUT THIS CAN HAVE UNPREDICTABLE RESULTS**, YOUR CHILD MIGHT GET INTO TROUBLE OR GET EVEN MORE HURT. RATHER – ROLE PLAY NON-VIOLENT WAYS THEY CAN RESPOND TO CHILDREN THAT ARE BULLYING THEM (E.G. "I DON'T LIKE IT WHEN YOU SAY THAT TO ME/DO THAT TO ME. STOP") SHOW THEM HOW TO BLOCK OR UNFRIEND PEOPLE IF THE BULLYING IS ONLINE AND HELP THEM IDENTIFY OTHER FRIENDS OR ADULTS THAT CAN SUPPORT THEM
- **ENCOURAGE YOUR CHILD TO GET INVOLVED IN ACTIVITIES THAT BUILD THEIR CONFIDENCE AND ESTEEM**, AND HELP THEM TO FORM FRIENDSHIPS OUTSIDE OF SCHOOL (WHEREVER THE BULLYING IS TAKING PLACE)
- **PROMOTE RESPECT**, RESPECT SHOULD BE AT THE HEART OF ALL RELATIONSHIPS, WHETHER FACE TO FACE OR ONLINE. PROMOTING AND ROLE-MODELLING RESPECTFUL BEHAVIOUR ON A DAILY BASIS CAN HELP CREATE THE POSITIVE CULTURE NEEDED TO PREVENT BULLYING IN YOUR SCHOOL OR SETTING
- **DON'T PANIC**, IF BULLYING HAPPENS, REMAINING CALM SUPPORTS GOOD LISTENING AND IS REASSURING
- **GIVE YOUR FULL ATTENTION**, THIS SHOWS YOU ARE BEING SUPPORTIVE AND ARE TAKING THEM SERIOUSLY. GENTLY ENCOURAGE CHILDREN AND YOUNG PEOPLE TO TALK, FIND OUT WHAT HAPPENED, WHO WAS INVOLVED, WHERE AND WHEN
- **HELP EXPLORE THEIR OPTIONS**, EXPLORING OPTIONS TOGETHER WILL HELP CHILDREN AND YOUNG PEOPLE TO REGAIN A SENSE OF CONTROL OVER THE SITUATION, AND WILL HELP YOU TO UNDERSTAND WHAT SUPPORT THEY NEED. TALK THROUGH THE OPTIONS THEY CAN TRY TO MAKE THE BULLYING STOP, OR TO HELP THEM MANAGE HOW THEY'RE FEELING
- **KEEP LISTENING**, IF THEY ARE RELUCTANT TO TALK STRAIGHT AWAY, REMIND THEM THAT YOU ARE ALWAYS AVAILABLE TO LISTEN AND THEY CAN TALK TO YOU AT ANY TIME. KEEP THE LINES OF COMMUNICATION OPEN AND REMEMBER THAT THE IMPACT OF BULLYING CAN LAST, EVEN IF THE BEHAVIOUR HAS STOPPED

RESTORATIVE APPROACHES

Why use restorative approaches?

Many people may believe that children and young people who bully others must be punished for their behaviour. This type of response can be ineffective, dangerous, breed resentment and make situations worse as a child or young person can be resentful of punishment rather than reflective of their actions. Children and young people require the opportunity to hear about and face up to the harm and distress they have caused others.

Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation.

Research - Restorative Practices in Three Scottish Councils - shows that restorative approaches help schools create peaceful learning environments for children to become successful learners, confident individuals, responsible citizens and effective contributors.

Exclusions from school can only be carried out when an incident meets the legislative criteria. All schools have a responsibility to protect those being bullied but also to educate all pupils including those who bully or those with behavioural problems.

What are restorative approaches?

Schools may use restorative approaches as part of a planned response to relationship and/or discipline difficulties. This is a more effective response than traditional punishments. Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff.

A restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and practitioners will use restorative language and questions to allow children and young people to understand the impact of their behaviours.

More serious incidents may require practitioners to hold a formal meeting and involve parents or families where appropriate. Examples of questions used in a formal meeting include:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now?

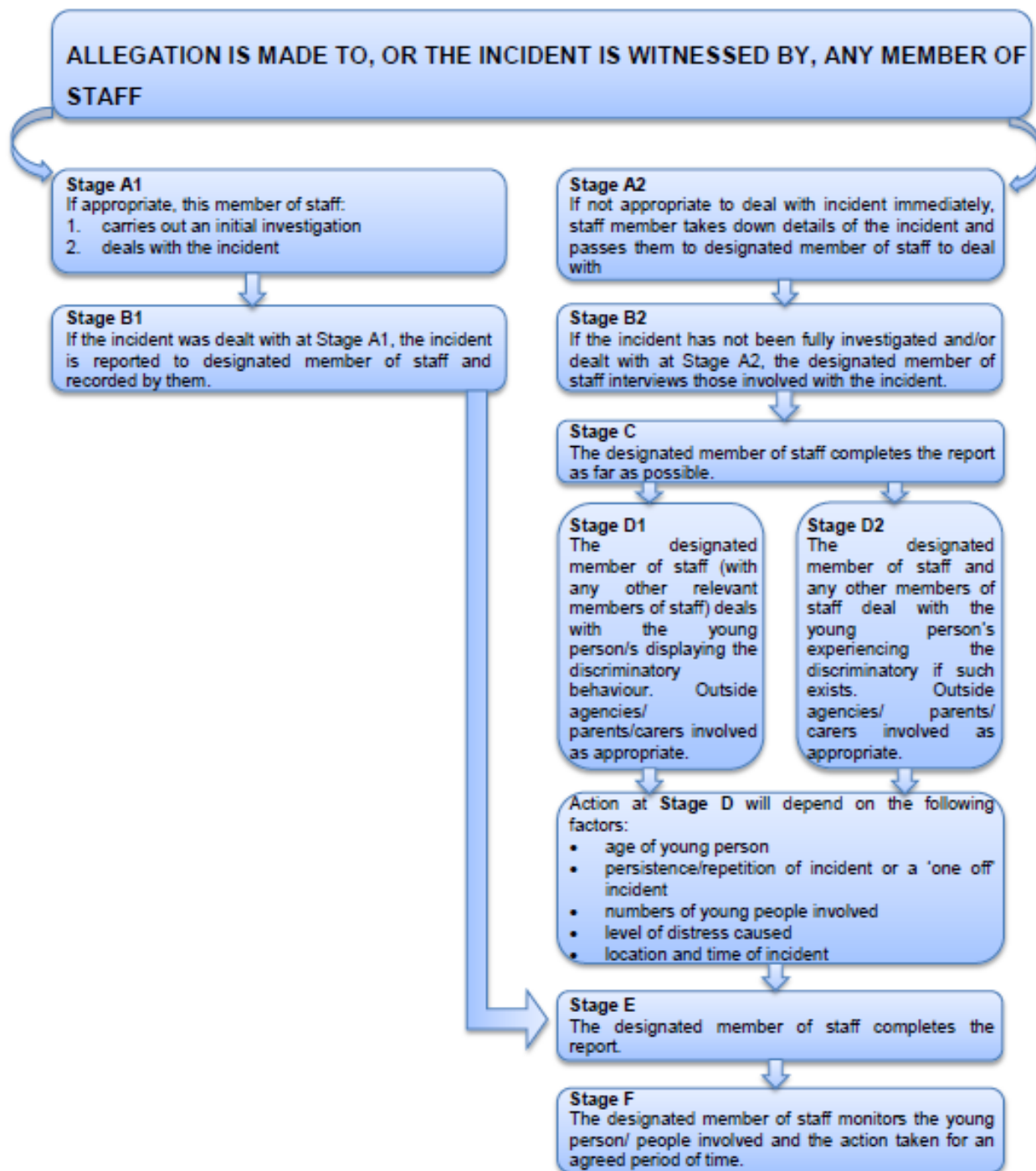
Appropriate training is available for adults to support the restorative approach. This will include developing listening skills, empathy, and use of language including body language and understanding situations from another person's point of view.

Through the help of trained practitioners who facilitate the process in a carefully scripted approach, pupils accept responsibility for their actions, recognise the harm and upset caused and are supported to find restorative responses to harmful actions. Developing positive, supportive relationships is key and these can be developed through activities such as circle time and peer support.

As part of the restorative approach, schools will decide on an appropriate timescale to review incidents, check that issues have been resolved and that children and young people are happy and progressing well.

For more information visit [Parent zone](#) > [additional support](#) > [specific support needs](#) > [social and emotional factors](#) > Restorative approaches.

PROCEDURE FLOW CHART



CHECKLIST TO SUPPORT INVESTIGATIONS

Who was involved? Is there a young person experiencing bullying behaviour. If so, who?	
In what way did the young person experiencing bullying behaviour suffer?	
How did the incident start? Was it premeditated?	
What is alleged to have happened, from the perspectives of all involved?	
Listen to the individual perspective of all involved.	
When and where did the incident take place?	
Who witnessed the incident?	
Who reported it and when?	
Any background to the incident?	
Any reason for considering this to be bullying behaviour?	
To what extent did the incident affect others?	
What was the response of the young person(s) experiencing bullying behaviour?	
What does (do) the young person(s) experiencing bullying behaviour wish to see resulting from the investigation?	

USEFUL CONTACTS

- www.respectme.org.uk
- www.legislation.gov.uk/asp/2014/8/contents/enacted
- www.gov.scot/Topics/People/Young-People/gettingitright/what-is-girfec
- www.children1st.org.uk/help-for-families/parentline-scotland
- www.childline.org.uk
- www.samh.org.uk
- <http://www.northayr-edpsychs.co.uk/wp-content/uploads/2016/10/restorative-approaches-spotlight-1.pdf>
- <https://education.gov.scot/parentzone>