



RESPECT ME POLICY

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Please Note:

This policy has been devised alongside guidance offered in *Respectme* documentation and advice.

1. Vision

Every child and young person in Dykesmains Primary School should make their journey through primary school free from bullying behaviour. It is our aspiration that all those who play a role in the lives of children and young people are enabled to prevent and respond effectively to incidents of bullying behaviour.

2. Statement of Intent

Dykesmains Primary School is committed to creating and sustaining a safe, positive and inclusive environment where respect is shown to and is given to all of its children, staff, parents and carers.

We believe that all children, staff, parents and carers have the right to be protected from abusive and bullying behaviours.

If any child has been subject to bullying behaviour, he/she should have the confidence to report it and know that the incident will be dealt with promptly. This means that anyone who is aware of an incident of bullying behaviour, or is on the receiving end of bullying behaviour, should report it to an appropriate member of staff.

A number of initiatives and policies are in place to support, protect and encourage our children to lead happy and successful lives. These policies have a direct influence on the creation of anti-bullying behaviour policies and procedures:

- Getting it Right for Every Child
- United Nations Convention on the Rights of the Child (UNCRC)
- Education (Additional Support for Learning) (Scotland) Act 2004 & 2009
- Curriculum for Excellence
- National Care Standards
- Promoting Positive Relationship Policy
- Restorative Practice
- Nurture
- Bullying; it's never acceptable

3. Aims and Objectives

Aims:

- To prevent bullying behaviour of our children.
- To support our children and their parents and carers who are affected by bullying behaviour.
- To provide a secure, safe and positive environment where our children feel able to discuss their problems.
- To build the capacity, resilience and skills in our children, parents and carers to prevent and deal with bullying behaviour.
- To ensure the provision of information, training and support to those working with our children.
- To ensure the approaches to anti-bullying behaviour are consistent with North Ayrshire Council policy.

Objectives:

- To provide our children and their parents and carers with a structure in which to deal more effectively with incidents of bullying behaviour.
- Children, parents and carers feel assured and supported when incidents of bullying are reported.
- Children, staff, parents and carers have an understanding of what bullying behaviour is and what it is not.
- Children, staff, parents and carers know what the school policy is on anti-bullying and what to do if it occurs.
- New staff, Children and their parents/carers are informed of the school's Respect Me policy and follow it when bullying behaviour is reported along with the Promoting Positive Behaviours Policy

4. Outcomes for our Young People

- Children will be supported to develop strategies in relation to self esteem and confidence building.
- Change in behaviours of those who bully others: negative to positive.
- Where possible, all parties involved will be reconciled.
- Children will use restorative conversations to discuss any behaviour issues along with a member of SMT
- After any incidents of bullying are reported, investigated and dealt with, each case will be monitored by a member of the Senior Management Team to ensure bullying behaviour does not continue.

5. What is Bullying Behaviour? (UNCRC Article 19)

Bullying behaviour is the use of aggression with or without the intention of hurting another person. Bullying behaviour results in pain and distress to the person on the receiving end. It is behaviour that leaves people feeling helpless, anxious, depressed and demeaned. Actions can affect people in different ways. Bullying behaviour can be a one off incident; intentional or unintentional; distressing and hurtful and usually one way.

It is particularly important to distinguish bullying behaviours from natural conflict between young people. It can take several forms:

Emotional	Mental: when pressure to conform is applied Material: when possessions are stolen, damaged or hidden or extortion takes place Social: not being spoken to or left out
Physical	Pushing, kicking, hitting, punching or any use of violence
Verbal	Name calling, sarcasm, spreading rumours, teasing, personal comments
Cyber	All areas of the internet, such as email, social networking sites, mobile phones, misuse of associated technology e.g. cameras & recording facilities
Prejudice-based	Age Asylum seekers and refugees Body image Disability Homophobic Looked after children Racial Religion and Belief Sectarianism Sexism and gender Socio-economic Young Carers

These behaviours can take place in schools, at home and in the community.

Bullying behaviour may be related to prejudice-based behaviours including racism, sexism or homophobia; and may only be one aspect of wider prejudiced behaviours and/or may compound other differences or difficulties.

The undernoted highlights two examples of bullying behaviour which are particularly challenging to address:

Cyber Bullying Behaviour

This is the term used to define bullying behaviour that takes place via mobile phones or over the internet, through emails, instant messaging and social networking sites. Text, messages or images can be sent and/or posted on sites, which hurt, intimidate or embarrass another person. Cyber bullying behaviour is not carried out face to face and people often don't know the identity of the person targeting them.

Friendly Respectful Encouraging Approachable Caring Honest

Cyber bullying behaviour is no different from any other forms of bullying behaviour; the behaviour is the same and the impact no less devastating. Advances in technology are simply providing an alternative means of reaching people.

Mobile technology and the advances that it brings us are not all bad. In the majority of cases, young people do use technology responsibly. Parents/carers need to take an active interest in the way technology is being used by their children and connect with them in the home, as well as at school and in the community. Thinkuknow is used by staff to support the teaching and learning of online safety. Parents can access this at <https://www.thinkuknow.co.uk/>, there are leaflets at the main office and promoted on Twitter regularly to support safety at home. A new app called 'Safer Schools' is being launched this year with staff, pupils and parents which will highlight any new concerns in the digital world to parents, support parents with digital technology and support staff with delivering the curriculum in the classroom.

Dykesmains Primary School is committed to:

- Creating a safer online environment
- Developing skills, knowledge and understanding to help our children stay safe online
- Inspiring safe and responsible behaviour
- Supporting parents with the every changing digital world

Homophobic Bullying Behaviour

Homophobia is the dislike, fear or hatred of lesbian, gay, bisexual and transgender people. It is also often used to describe prejudice towards people who question their own sexuality.

Homophobic bullying behaviour is when a young person's actual or perceived sexual orientation/gender identity is used to exclude, threaten, hurt or humiliate.

It can also be more indirect: homophobic language and jokes can create a climate of homophobia, which indirectly excludes, threatens, hurts or humiliates.

6. Why is it Important to Respond to Bullying Behaviour?

Rights and Responsibilities

Bullying behaviour hurts and it is never acceptable. No one deserves to be at the receiving end of bullying behaviour. Everybody has the right to be treated with respect and to live free from harassment. (UNCRC Article 19)

Responsibilities are just as important as rights. Adults have a responsibility to protect and safeguard children from bullying behaviour. Similarly, children also have responsibilities.

Unicef

- If children have the right to be educated, then they have the obligation to learn as much as their capabilities allow and, where possible, share their knowledge and experience with others. (Article 28)
- If all children have the right to a full life, then they should also lend help to the needy, the disadvantaged, and the victims of discrimination to also enjoy this right. (Article 23)
- If it is every child's right to be protected from conflict, cruelty, exploitation and neglect then children also have a responsibility not to inflict bullying behaviour on others or harm each other. (Article 32-39)

All those involved in bullying behaviour need to be supported.

Dykesmains Primary School has a responsibility to respond promptly and effectively to any allegations of bullying.

7. Impact of Bullying Behaviour

On the Individual

Being at the receiving end of bullying behaviour can have both long term and short term effects on the individual, on their physical, emotional and/or mental health and wellbeing. This can be traumatic for the individual and therefore lead to a range of coping mechanisms and other reactive behaviour.

Anticipation of Bullying Behaviour

For those who have been at the receiving end of bullying behaviour, the fear and anticipation of further incidents can affect a person's ability to be themselves and interact with others.

School Attendance

Missing or truanting school regularly can impact on attainment.

Eating Disorders

Problems with food can begin when it is used to cope in times of difficulty. Interpersonal factors or those that involve other individuals, and society at large, seem to play a role in influencing the development of, and the recovery from, eating disorders such as anorexia and bulimia.

No Aspirations

A constant stream of negative, destructive comments can and do drive people down. This contributes significantly to social exclusion and can result in the inability to foster and maintain healthy relationships.

Self Harm

The individual is expressing and responding to difficult feelings and the job of Senior Managers, Teaching Staff and Classroom Assistants is to help them develop safer ways to express themselves.

Depression

Bullying behaviour can make it hard to go to school, go to work, clubs or even get out of bed in the morning. The individual can turn inwards to deal with this, which can manifest itself as a mental health issue.

Violence

Explosive outbursts can lead to acts of violence with severe consequences.

Suicide

In extreme cases, bullying behaviour can affect mental health, which can result in suicidal thoughts/behaviour.

Displaying Bullying Behaviours

This could be learned behaviour from the individual either having been at the receiving end of bullying behaviour previously or having witnessed it.

Impact on Families

- Stress
- Anxiety
- Guilt
- Anticipation
- Strained relationships
- Helplessness
- Aggression in the household

Impact on Schools

- Relationship difficulties
- Negating positive ethos
- Problems with peers
- Lack of aspirations
- Poor attendance and truancy
- No regard for authority

Impact on Society

- Difficulties in the community
- Negative role models
- Negative messages in media
- Problems on social networking sites
- Violence and aggression
- Pressure on support services

8. Prevention and Identification

A culture that encourages ambition, respect and excellence but also values opinions, celebrates differences and promotes positive relationships will make it all the more difficult for bullying behaviour to flourish or be tolerated.

It is the on-going aim of this strategy to reduce and eradicate bullying behaviour by:

- Raising awareness of bullying behaviour
- Creating and supporting a culture of respect, care and consideration for others
- Ensuring that all staff, pupils, parents and carers are aware of school procedures and strategies on dealing with instances of bullying
- Having built in monitoring and evaluation mechanisms to ensure that procedures are being consistently applied
- Using Restorative conversations where appropriate to allow the harmed and the harmer to discuss the issues and repair their relationship

Prevention Strategies

Dykesmains Primary School seeks to use a variety of methods to prevent bullying behaviour. These include:

- Challenging the idea that bullying behaviour is acceptable and part of growing up
- Promoting strong positive behaviour messages
- Raising awareness of bullying behaviour through HWB lessons and activities in class, assemblies, posters, leaflets, newsletters, pupil council, RRS group, surveys and group discussion
- Good adult supervision
- Establishing and upholding the school core values of Friendly, Respectful, Encouraging, Approachable, Caring and Honest.

Identification

Identification can be one of the biggest challenges. There is a need to create an atmosphere of openness and reporting. This can be done by:

- Ensuring that pupils, staff, parents and carers know who to contact to report any instances of bullying behaviour: teaching and non teaching staff, Principal Teacher, Depute Head Teacher, Head Teacher and Area Inclusion Worker
- Pupil Council have allocated 'Have Your Say' boxes in the open areas and 'Class Concerns and Comments' boxes in each class where pupils can write about issues that worry them
- Challenging the notion of innocent, neutral bystanders
- In-school campaigns linked with on going work of the Pupil Council, RRS group and HWB lessons in class.

9. Possible Evidence of Bullying Behaviour

A child may indicate by signs of behaviour that he or she is at the receiving end of bullying behaviour. Adults should be aware of these possible signs and they should investigate/report if a young person:

- Is frightened of walking to or from school
- Changes in their usual routine
- Is unwilling to go to school
- Begins to truant
- Becomes withdrawn, anxious or lacks confidence
- Starts stammering
- Runs away
- Feels ill in the morning
- Always at the medical room
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions that go missing or are damaged
- Asks for money or starts stealing
- Has unexplained cuts or bruises
- Comes home hungry (lunch money stolen or won't go to the lunch room)
- Is frightened to say what is wrong
- Stops eating
- Is nervous or jumpy
- Has started bedwetting
- Is afraid to use the internet or mobile phone

These signs and behaviours MAY be signs of bullying but may indicate other problems.

Intervention

Intervention is concerned with the actions taken after a bullying issue has been identified. This should involve:

- Avoiding damaging labels of 'bully' and 'victim' which can lead to lowered self esteem and self fulfilling predictions regarding future behaviour
- Acknowledging the distress of those at the receiving end of bullying behaviour and reassuring them
- Confronting the bullying behaviour and agreeing strategies with both parties to how it can be resolved

10. Procedures

- 1 When an incidence of bullying behaviour is reported it is taken seriously and acted upon promptly.
- 2 An incidence of bullying behaviour must be reported to an adult within the school or to parents/carers at home.
- 3 This information must be passed promptly to a member of the Senior Management Team who will then investigate the incident appropriately using their professional judgement in the handling of the matter.
- 4 All reported incidents will be investigated promptly and logged in Pastoral Notes and the recorded on the SEEMIS bullying tab.
- 5 Where appropriate parents/carers will be contacted to inform them of the incident and they may be asked to attend a meeting in school to discuss the matter in more detail.
- 6 If necessary, community police officers will be notified.
- 7 In some serious cases exclusion may be considered.
- 8 Appropriate strategies and resources will be used in an attempt to change the behaviour of the person displaying the bullying behaviour.
- 9 The person at the receiving end of the bullying behaviour will be given support through appropriate use of strategies and resources.
- 10 Parents/carers will be given advice/support where appropriate.
- 11 A member of staff who feels they are being bullied by a pupil must report this to the Head Teacher or Union.
- 12 Bullying behaviour between members of staff should be dealt with through North Ayrshire Council's Bullying and Harassment Personnel Procedures

11. Response

To the person reporting the bullying behaviour:

- Do not panic and keep an open mind
- Your reaction is vitally important
- Listen – give the individual your full attention
- Meet in a comfortable place with no distractions
- Assure the individual that bullying behaviour is not acceptable and will not be tolerated in school
- Assure the individual that they deserve to feel safe in their environment
- Show the individual that you believe them and are taking them seriously
- Gently encourage them to talk finding out what happened, who was involved, when and where – write the information down.
- Let the individual speak without interrupting them as far as possible. You may have to ask questions to clarify the information they have given.
- Listen – what do they want you to do?
- Keep the individual involved and up to date with progress and recent developments with the case

- Where appropriate use Restorative Approaches to resolve the conflict

To the person displaying the bullying behaviour:

- Listen and take time to discover the underlying issues behind the bullying behaviour
- Do not label the individual
- Be prepared to discuss prejudicial attitudes that may be behind the bullying behaviour
- Address what is happening behind the behaviour even when the behaviour has stopped
- Refer to support agencies as appropriate
- Invite parents/carers in to school as appropriate
- Deal with the behaviour in accordance with the school's Promoting Positive Relationship Policy
- Remember all behaviour is communication

12. Strategies

A variety of strategies/activities that can be applied as appropriate:

- Restorative Practice
- Peer mediation
- Buddy system
- Anger management
- Mentoring
- HWB programmes
- Assemblies
- Extracurricular activities
- Area Inclusion Worker

13. Conclusion

Bullying behaviour is never acceptable. It is not a normal part of growing up. It does not build character.

Trust, acceptance, consistency and safety build character.

Staff, young people and parents/carers will be expected to:

- Demonstrate positive behaviour
- Role model 'Respect' effectively
- Listen and respond appropriately
- Uphold school values

14. Monitor and Review

Incidents of bullying behaviour are logged using SEEMIS Pastoral Notes and recorded in the Safeguarding File. The school's *Respect Me Policy* will be reviewed on an annual basis to ensure monitoring and reporting of progress.

15. Legal Position to Anti-bullying Behaviour

Whilst the aims and objectives of this policy should not necessitate the use of formal legal measures, depending on the facts and circumstances, including the severity of the behaviour, remedies of a formal legal nature, both civil and criminal, do exist.

Under Criminal Law these could include, but are not limited to, offences under the Communications Act 2003 in respect of the communication of offensive or indecent matters electronically, for example, by text message or email; the offence of racially aggravated harassment in terms of the Crime and Disorder Act 1998, and Breach of the Peace.

16. Help Organisations

ORGANISATION	CONTACT DETAILS
respectme	www.respectme.org.uk 0844 800 8600
Childline	0800 1111
KIDSCAPE Parents Helpline	www.kidscape.org.uk 0845 1 205 204
Bullying Online	www.bullying.co.uk

