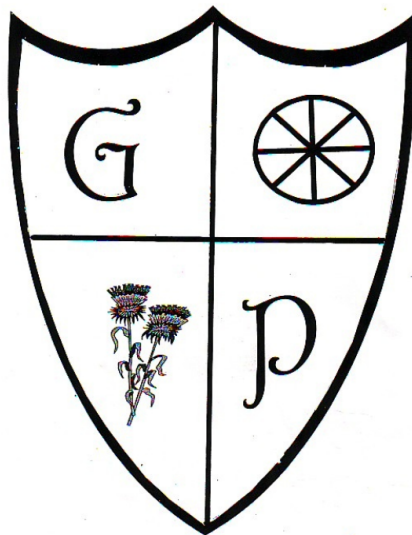




**Glenmanor Primary**  
**ANTI BULLYING POLICY**



**29 APRIL 2010**



## **RATIONALE**

### **Rights**

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

Every pupil has a right to work and learn in an atmosphere that is free from victimisation and fear.

Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and those looking after them must give them proper care.

(The United Nations Convention on the Rights of the Child, Article 19)

Glenmanor Primary is committed to creating this ethos and seeks to ensure, as far as is reasonably practicable, the prevention of all forms of bullying.

### **Responsibilities**

Alongside these rights, children also have responsibilities. For example;

If children have a 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.

If all children have the right to a full life, then they should also lend help so the needy, the disadvantaged, and the victims of discrimination also enjoy this right.

If it is every child's right to be protected from conflict, cruelty, exploitation and neglect, then children also have a responsibility not to bully or harm each other.

(Bullying and Responsibilities (UNICEF))

**IT'S EVERY CHILD'S RIGHT NOT TO BE BULLIED AND IT'S EVERY CHILD'S RESPONSIBILITY NOT TO BULLY.**



## **EXPECTATIONS**

### **Learning and Leisure Services aim to put “Service and People First” by**

- Improving learning and teaching
- Raising achievement and realising potential
- Encouraging lifelong learning
- Working with communities for a better future
- Listening and learning together
- Celebrating success
- Respecting the dignity and value of all
- Giving pupils and staff a safe, happy and attractive place to work

### **Our School Vision is for every pupil to**

- Be successful in learning
- be confident
- be a good citizen
- and be able and willing to contribute

### **Our School Values, which help achieve our school vision, are**

- Respect
- Tolerance
- Honesty
- Perseverance
- Commitment
- Teamwork
- and Responsibility

### **Our School Rules are the “Golden Rules”, which reflect our school values.**

- **We are gentle** - We don't hurt others
- **We are kind and helpful** - We don't hurt anybody's feelings
- **We listen** -We don't interrupt
- **We are honest** - We don't cover up the truth
- **We work hard** - We don't waste our own or others' time
- **We look after property** - We don't waste or damage things



### **EXPECTATIONS OF SUPPORT STAFF**

- To be a role model of respectful behaviour at all times
- To circulate within their allocated playground zones/landing
- To identify and address any concerns as they arise/before they escalate
- To discuss and resolve any issues with pupils in the playground/classroom/landing if possible
- To report any incidents to HT/DHT using the playground/landing referral form

### **EXPECTATIONS OF TEACHING STAFF**

- To be a role model of respectful behaviour at all times
- To create an inclusive, restorative climate within the classroom
- To teach personal and social education on a regular basis
- To discuss and resolve any issues with pupils at a class level where possible
- To report suspected bullying to HT/DHT using the internal incident referral form
- To support the child/children involved with an agreed plan as appropriate

### **EXPECTATIONS OF HEADTEACHER/DEPUTE HEAD TEACHER**

- To be a role model of respectful behaviour at all times
- To investigate internal incident referrals or parental concerns
- To create a plan to support the child/children
- To communicate the plan to all relevant parties as appropriate
- To monitor the implementation and effectiveness of the plan
- To support everyone affected
- To record and monitor bullying incidents



### **EXPECTATIONS OF PUPILS**

- The person being bullied ~ to tell someone if they are being bullied.
- The person displaying bullying behaviour ~ to tell someone and get help to reflect on their actions.
- The Bystanders ~ to tell an adult.

### **EXPECTATIONS OF PARENTS**

- To look for signs that may indicate bullying eg reluctance to go to school, appearing withdrawn or upset, a physical injury, torn clothes etc
- To keep calm and keep an open mind.
- To make time to talk to your child and discuss how they are feeling
- To listen to your child.
- To resist trying to sort out the children displaying bullying behaviour yourself - this can make matters worse.
- To make an appointment to speak to the Head Teacher or Depute Head Teacher
- To calmly tell us what has been going on, what your child would like to do and discuss how you can proceed from there together
- To allow a reasonable amount of time for us to investigate the bullying eg 3 days.



## **DEFINITION OF BULLYING**

### **What is bullying?\***

There are many different definitions and theories on what constitutes bullying. We understand that it is not always easy to narrow down behaviours into a definitive statement that will cover all actions and situations. It is important, however, to recognise and acknowledge bullying behaviours so we can identify them when they are happening.

Bullying behaviours can include:

- Being called names, being teased, put down or threatened
- Being hit, tripped, pushed or kicked
- Having belongings stolen or damaged
- Being ignored, left out, or rumours spread about you
- Receiving abusive text messages via mobile phone or over the internet through emails, instant messaging and social networking websites.
- Behaviour that makes you feel frightened and unsafe like you are being bullied
- Being targeted because of who you are or who you are perceived to be

This is not an exhaustive list; there may be other behaviours that can be classed as bullying.

Children and young people can experience bullying for a variety of reasons; where they live, their sexuality, gender, disability, the colour of their skin, what clothes they wear or what team they support.

The one thing that these have in common is difference or perceived difference - some children and young people don't see or understand diversity, they still only see difference.

### **What about impact?\***

It is important to take into account the impact that the behaviour is having on the child. Bullying is behaviour that leaves people feeling helpless, frightened, anxious, depressed, demeaned. Actions can affect people in different ways, possibly for a very long time. This has to be taken into consideration.

\*Advice from [www.respectme.org.uk](http://www.respectme.org.uk)



### **Is intent required?\***

Every bullying incident should be looked at individually. In some cases, children may not be aware that their behaviour is actually bullying. They are perhaps modelling behaviours of other adults or children and young people, not understanding that the behaviour is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present but the impact and effect on the person being bullied will be no less because of this. It must be explained to the person bullying that their behaviour is unacceptable and why.

### **Does the behaviour have to be persistent?\***

The issue with persistence is that the behaviour has to take place more than once, when the impacts of bullying can be prevalent after one incident.

Bullying does not need to be taking place to have an effect on the mental health and wellbeing of any child or young person. For those who have been bullied, the fear and anticipation of further bullying can affect a child's ability to be themselves and interact with others in a healthy fashion. The bullying behaviour and potential impacts on the child or young person should be addressed as they arise.

### **What is NOT bullying?\***

Children will tease, fall in and out with each other, have arguments, stop talking to each other and agree and disagree about what's cool and what's not. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked it can lead to bullying, leaving those being bullied feeling afraid, uncomfortable and unsafe in their environment.

\*Advice from [www.respectme.org.uk](http://www.respectme.org.uk)



## **PREVENTION OF BULLYING**

### **School Culture**

Glenmanor promotes an inclusive, restorative culture, where bullying is unacceptable.

### **Pro-Active Strategies Employed**

- Worry box
- “The Power of One” anti bullying show and poster displayed in every classroom
- PATHs programme used Nursery-P7
- Racism workshop attended by P5 pupils
- P6 Peer Mediators, P7 Buddies, Playground Friends, Healthy Heroes
- Captains/Vice Captains monitoring the corridors during break times
- Enhanced staffing in the playground
- Funds from the parent council and from the school have been used to enhance the school playground
- Restorative practices implemented and promoted through whole school assemblies
- Self regulation planning implemented and promoted through whole school assemblies
- Staff training and support from Policy Development Programme Manager of *respectme*, Scotland’ Service
- Anti-bullying week held annually
- Anti-bullying whole school assemblies
- “Respect Me” posters displayed throughout the school
- “Bullying...You Can Make A Difference - A Practical Guide for Parents and Carers” Booklet distributed to all Parents in January 2009 and “Cyberbullying... Are You Switched On?” distributed to all Parents in October 2009. Both are available electronically on [www.respectme.org.uk](http://www.respectme.org.uk)

### **Pupil Safety**

The supervision of pupils during playtimes and lunchtimes is carried out in the main by support staff. They can be alert to early warning signs and can often intervene in a non-confrontational manner and encourage pupils to demonstrate positive behaviour strategies. Playground friends work effectively to help promote positive behaviour within the playground. They are trained to introduce new games to other pupils and to alert an adult to any possible difficulties that may arise. Peer mediators have recently been trained to help resolve low-level conflicts within the playground.

### **Policy Links**

The anti-bullying policy fits with the Better Behaviour Better Learning Policy, Additional Support Needs Policy, Breaktime Procedures, Child Protection Procedures and Curriculum for Excellence.





## **ACTION**

### **Strategies used to Deal with Bullying Concerns/Allegations/Incidents**

#### **Restorative Meeting**

Everyone who has been affected by an incident is invited to a meeting and given the opportunity to speak openly and honestly about the incident. They can discuss how they have been affected and are given an opportunity to express their thoughts and feelings in a safe environment.

Support is given to both those harmed and those who have caused harm. The person who has caused harm can accept what they did was wrong - and the person harmed can ask for something to repair the harm. The restorative approach allows pupils to discuss:

1. What happened?
2. What were you thinking?
3. How were you feeling?
4. Who else has been affected and how?
5. What do you need, and what needs to happen now, to repair harm caused?

**Please note** that if a pupil does not want to participate in a restorative meeting, then the same questions are asked individually.

#### **Self Regulation Planning**

After the restorative meeting, a pupil may need a self regulation plan to help them to repair the harm/change their behaviour. This method encourages individuals to take responsibility for themselves and to move forward in a positive way. The key steps in using self regulation are ~

1. **Set a goal**      What do we have to do here?
2. **Predict**        Do you think this will be hard or easy?  
                              If it is going to be hard, then what will you need?
3. **Plan**             What will you need to get this done?
- 4a. **Do**              What's your job? Is that helping you?
- 4b. **Do**              When there are problems with the plan ~  
                              Okay you are not ready. No problem.  
                              Let me know when you are ready.  
                              I know it's hard, but we've got to do this.
5. **Review**         So how did it go?



## **Consequences**

Every situation is dealt with separately and as such, the solutions are very individualised to meet the needs of those harmed and those causing the harm. While the restorative approach works in most cases, there will be times when other approaches need to be implemented. In extreme circumstances, privileges may be withdrawn or a child may need to be excluded from school.

## **Informing Parents/Carers**

Each incident will be dealt with individually and sensitively. Parents may be contacted by telephone or invited to school to discuss an incident if appropriate.

## **Monitoring and Recording Procedures**

### **Recording**

A written record is kept of the response to and the action arising from an incident of bullying. Every alleged racial incident is recorded on a Racial Incident Report and Investigation Form. A Racial Incident Monthly Monitoring Form is also completed and this is submitted to Jim Beers, Parents Officer, Learning and Leisure Services.

Click and Go are currently piloting an anti bullying recording facility, which is planned for implementation in August 2010. It is anticipated that all incidents of bullying will be recorded electronically when this is in place.

### **Monitoring**

All recorded bullying incidents are monitored by the appropriate staff to ensure that the actions taken have been effective.

## **Follow up support mechanisms in place to support those involved with bullying behaviour**

Individualised follow-up support will be implemented as appropriate. This could include mechanisms such as daily or weekly check-ins with pupils/parents/class teachers, the assignment of a buddy, peer mediator or a playground friend, a change to break-time procedures/class seating plan, the implementation of further restorative meetings, focussed class circle times and the use of class programmes to develop social and emotional intelligence.



### **Acknowledgements**

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All Glenmanor Pupils and Staff

Lorraine Glass, Policy Development Programme Manager, *respectme* Anti Bullying Service

### **Additional Resources**

Respectme website [www.repectme.org.uk](http://www.repectme.org.uk)

Childline Bullying Helpline 0800 11 11 [www.childline.org.uk](http://www.childline.org.uk)

Parentline Scotland Helpline 0808 800 2222

Child Exploitation and online Protection Centre [www.ceop.gov.uk](http://www.ceop.gov.uk)

### **Communication and Future Action**

This policy can be obtained from the school office or it can be accessed on the school website.

This policy will be reviewed in April 2013.