



Holy Family and Mossend Primary School and Nursery Class

Anti- Bullying Policy 2017 - 2018

'Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards'.

Scottish Government (2010) - A National Approach to Anti-Bullying for Scotland's Children and Young People.
(March 2016)

Rationale

Bullying is an issue that concerns all areas of society, whether it is in the home, the workplace, the school or the community at large. Pupils have the right to education in a school which is free from bullying. However, as in any institution or walk of life, bullying may occur in school and we must work systematically towards eliminating bullying incidents by creating an ethos that encourages positive behaviour and relationships, and by dealing effectively with any incident should it occur.

One of the main functions of a school is to equip pupils for life beyond the classroom. Through our Health and Wellbeing programme we strive to take pro-active measures designed to increase the self-esteem of all our children, enhance their interpersonal skills and help them to prepare for life in the wider world.

This is also reinforced through the delivery of our Rights Respecting Schools work and our work with Nil by Mouth.

All children have the right to be protected from all forms of violence as outlined in Article 19 UNCRC.

These Anti-Bullying Guidelines provide guidance to pupils, staff, parents and carers of Holy Family and Mossend Primary on preventing, responding to and reducing bullying behaviour in line with North Lanarkshire's Anti-Bullying Policy and Guidance for Education Establishments (2017).

Aims

The aims of the Holy Family and Mossend 's Guidelines are to ensure:

- a whole community approach towards anti-bullying which requires the participation of all school staff, pupils, parents/carers and other stakeholders.
- that all children and young people are provided with a safe, inclusive and supportive environment in which to learn.
- Children, young people, carers and staff have a robust understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported.
- a culture is promoted where bullying is recognised as being unacceptable.
- the prevention of bullying of children and young people through a range of approaches
- effective support for children and young people and their parents and carers who are affected by bullying.
- a joint approach between school and parents/carers with all contributing to finding a successful outcome.
- all alleged incidents of bullying are taken seriously, managed appropriately and recorded in line with NLC policy.

Definition of Bullying Behaviour

“Bullying is both behaviour and impact : what someone does and the impact it has on a person’s ability to feel in control of themselves. We call this their sense of agency” (respectme)

“A recent literature review of bullying, as part of an evaluation of respectme, confirms that ‘Definitions of bullying abound, most commonly including terms of aggression,

intentional harm recurring over time and characterised by an imbalance of power. Children, however, extend those definitions to include more subtle rejections such as name calling, teasing, being ignored or excluded from a group, as equally distressing. Some children experience bullying that is unintentional, arbitrary and may define a single event as bullying”
(A National Approach to Anti-Bullying for Scotland’s Children and Young People, 2010)

Friendships are a normal part of school life, and with friendships come the normal fall outs and making up. Bullying behaviour is different. It results in the exclusion or marginalisation of people and can be verbal, physical, emotional or psychological in nature. Some of the grounds for experiencing bullying behaviour can be : race, gender, sexual identity, sexual orientation, disability, socioeconomic status, nationality, religion, but also any differences that may not be real but only perceived in the mind of the person displaying the bullying behaviour.

Bullying behaviour can include:

- Being called names, teased, put down or threatened
- Being hit, tripped or kicked
- Having belongings stolen or damaged
- Being ignored, left out or having rumours spread about you
- Receiving abusive text messages or e-mails
- Being forced to do things against your will
- Being targeted for who you are or who you are perceived to be

This list is not an exhaustive list; there may be other behaviours that could impact negatively on a child’s wellbeing.

It is crucial to take into account the impact that bullying behaviour has on a child or young person.

The impact an incident has on a child or young person is more important than whether it is classified as bullying.

Actions can affect people in different ways and this should be taken into consideration. The person who has experienced harm may have experienced just one event.

The impact determines the definition of bullying. One incident is sufficient to alert adults to take supportive action.

Prevention of Bullying Environment

It is clear that bullying is not purely an in-school phenomenon but exists for all ages in a wide range of circumstances. In school some more subtle aspects may appear in the classroom but the most likely place is in the playground. While an adequate amount of playground supervision exists at Holy Family and Mossend Primary, amid the hustle and bustle of the playground there is still the potential for bullying to take place.

Thus, in dealing with instances, it will normally be necessary to investigate carefully what is said to have happened soon after the event. In addition, it must be remembered that the majority of bullying can take place outside of the school environment and is often brought into the school as a consequence. If, however there are signs of it happening in school time then appropriate strategies have to be put in place as described below.

At Holy Family and Mossend Primary we will work to create a positive and supportive ethos. As Rights Respecting

Schools we work to create a culture that encourages respect, values opinions, celebrates differences and promotes positive relationships which makes it difficult for bullying behaviour to occur or be tolerated. This may include particular approaches such as:

- the development of a positive whole school ethos
- the development of a school and class charters which recognise the right of all children to feel safe and protected from all forms of violence;
- promoting equality and nurturing a sense of identity and belonging for all;
- encouraging achievement and having high expectations of all pupils;
- celebrating success in its widest sense;
- promoting positive behaviour;
- encouraging the active participation of pupils in decision making and school life through the Pupil Voice system;
- working in partnership with parents/carers and the wider community;
- buddying or mentoring;
- peer mediation;
- a system which identifies vulnerable pupils and takes steps to remedy this;
- creative and motivational ways to engage pupils and raise awareness of bullying with theatre groups, speakers, film footage and music;
- anti-bullying campaigns, posters, assemblies;
- encouraging pupils to report bullying incidents to adults or eg using 'worry boxes';
- areas of special focus eg the prevention of name calling;
- an understanding of the impact and legal consequences of online bullying, supported by police, for the whole school community through the curriculum, assemblies and events for parents and carers.

The Curriculum

The Curriculum for Excellence is the framework to meet the needs of all learners ages 3-18 to enable them to develop the Four Capacities of:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

We want all our children and young people to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. Under Curriculum for Excellence health & wellbeing is the responsibility of all staff within the learning community. Bullying can be a barrier to fully engaging and benefitting from Curriculum for Excellence and can also prevent children and young people from experiencing opportunities for personal development within and beyond school.

At Holy Family and Mossend Primary anti-bullying permeates the whole curriculum. It is expected that the Health & Wellbeing curriculum, particularly the Social & Emotional Health Experiences and Outcomes will encompass elements of this policy, but that situations will also be dealt with as and when they arise.

Bullying can be explored through a variety of curriculum themes such as children's rights, multiculturalism, safety, self-esteem, building better relationships, equal opportunities, citizenship and circle time. Through classwork and at assemblies children will have regular opportunities to reflect on the issues surrounding bullying and are offered opportunities to develop and practise skills for dealing with any incidents which might occur.

Bullying is both behaviour and impact : what someone does and the impact it has on a person's capacity to feel in control of themselves. We call this their 'sense of agency.' These types of behaviour only need to happen once for the sense of agency of the person experiencing the behaviour to be taken away from them. North Lanarkshire's anti-bullying policy makes it clear that we must avoid labelling children ; that is why the use of the words victim and bully are not part of the language of discourse in the policy. Labels can stick and come to define a person and actually can add to the sense of isolation rather than assist with recovery and return to a state of security and can, for the person displaying these behaviours, prevent them from changing their behaviour. The object of an anti- bullying policy is to help children and young people to be able to recognise bullying behaviour and also to understand that it is wrong and why it is wrong, and how it will be addressed by those charged with their care.

Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online. Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.

Bullying – A Guide for Parents and Carers, which includes guidance on online bullying, is available from “respectme” Scotland’s Anti-Bullying Service on their website –
www.respectme.org.uk

Bullying behaviour may be related to prejudice- based attitudes and behaviours which may compound other differences or difficulties in a child or young person’s life. These include:

- homophobic bullying;
- racist bullying;
- disablist bullying;
- body image;
- religion and belief;
- sexism and gender;
- looked after children and young people;
- young carers;
- socio-economic group.

When talking about bullying, it is important not to label children and young people as ‘bullies’ or ‘victims’. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong and that they can change it.

Holy Family and Mossend Primary are committed to current definitions that take account of the context in which the event took place and the impact on the person who feels harm has been done to them. It is considered unhelpful to define bullying purely in terms of behaviours alone. It is important to have clarity about these significant events and be able to recognise and acknowledge bullying behaviours when they happen.

All members of staff will have access to advice and staff development as necessary within the resources available. Training needs will be identified as part of the annual professional review and development (PRD) process which is integrated within the school improvement planning process. A copy of the Anti-Bullying Policy and Guidance for Educational Establishments in North Lanarkshire Council(revised) is available in the staffroom and from the Head Teacher.

Action

It is likely however, that even with the positive approaches listed above; some bullying incidents may take place. As a first step teachers should remember the following:

- early awareness
- encouraging reporting of incidents both by victims and other observers
- ensuring that pupils are aware that someone will listen to these reports
- providing clear information at both class and school level that action will be taken to deal with bullying

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional

judgement in deciding upon appropriate action based on the impact of the bullying behaviour on the child or young person.

The child or young person who has experienced bullying behaviour will receive appropriate support and protection.

Examples of good practice include:

- the child or young person is taken to a comfortable place with no distractions;
- the child or young person is listened to;
- the member of staff should confirm that bullying is never acceptable; they deserve to feel safe;
- they should be gently encouraged to talk, to find out what happened, who was involved, where and when –and notes taken;
- they should be asked what they want to see happen next;
- the child or young person should be kept up to date with progress;
- details of the bullying behaviour and actions taken is recorded on SEEMIS
- the member of staff should inform parents of the incident and action taken, if it is judged to be appropriate.

When a child or young person has displayed bullying behaviour, a member of the management team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents will be involved when the management team judge it appropriate and/or their active support is needed to implement a resolution of the bullying incident.

Examples of good practice include:

- taking time to understand the reasons for the bullying behaviour;
- not labelling the individual or group as ‘bullies’, name the behaviour;
- staff being prepared for a strong reaction from parents and carers, children and young people;
- staff being prepared to address prejudicial attitudes that may be behind the bullying behaviour;
- addressing what is happening behind the behaviour, even when the bullying has stopped.

Consideration should be given to the sanctions and support given to the young person displaying the bullying behaviour to ensure that interventions are intended to improve behaviour. Such approaches might include:

- positive behaviour strategies with an appropriate member of staff, as agreed;
- restorative approaches;
- solution orientated approaches;
- involvement of educational psychologists and community police.
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However, ‘where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the pupils there’ (National Guidance for Schools and Local Authorities in Managing School Exclusions, 2011), senior managers have the power to exclude as a last resort.

Roles & Responsibilities

All incidents are unique, there is no one size fits all solution. Children and/or Parents/Carers should:

- Report any worrying incident(s) to a member of school staff as soon as possible.

Teachers & School Support Staff will ensure that:

- They follow school procedure for managing allegations of bullying incidents.
- They report all incidents/concerns to the designated person.
- A solution focussed approach will be used to resolve all issues.
- Through their daily relationships with adults and children they nurture a positive ethos of respect for all persons.

The anti-bullying policy is developed in consultation with a range of stakeholders including pupils, parents/carers and staff.

There is a member of staff with designated responsibility for reviewing all allegations of bullying incidents. In Mossend and Holy Family this is the Head Teacher.

All individuals involved in allegations of bullying incidents are supported and, where appropriate, disciplined in line with the school's discipline policy.

Where appropriate, parents are kept informed and/or involved in order to resolve the situation.

Staff are encouraged to identify their training and development needs in relation to the anti-bullying agenda and, wherever possible and within available resources, are given the opportunity to access professional development opportunities.

When requested, parents/carers and pupils are given copies of any relevant anti-bullying guidance/resources. The right to translation/interpreting services is highlighted to parents/carers.

When requested, parents/carers are given accurate information on the Education Service's complaints procedure. Further information on this is available from the North Lanarkshire Council website. All incidents are recorded in line with NLC policy. Monitoring and Evaluation

Policy Revised: August 2107

Review of policy: March 2018

2nd Review of policy: March 2019

The following Quality Indicators from 'How Good Is Our School 4' will be used:

- 2.1 Safeguarding and Child Protection
- 2.2 Curriculum
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion