# St. Andrew's Primary School & Nursery Class



# Anti Bullying Policy
# March 2018

# BULLYING: It's Never Acceptable

## Rationale

The Scottish Government made clear their vision for anti-bullying in the 2010 document 'A National Approach to Anti-Bullying for Children and Young People' which states that:

"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".

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

Here at St Andrew's Primary School it is our aim to provide a safe, warm and welcoming environment that supports the academic, social and spiritual development of each child. We understand that bullying is never acceptable. This forms a major part of our school 'S.M.A.R.T' vision statement (appendix 1).

## Aims

- To ensure that every child feels they are being educated in a safe and secure school environment.
- To ensure that all staff have nurturing and supportive relationships with all children.
- To ensure that our children develop respectful relationships with their peers.
- To ensure that our children can approach any member of staff in the knowledge that they will be listened to and valued as a member of our school community.
- To enable children to recognise and respond appropriately to bullying behaviour.
- To enable all children to show resilience and confidence in addressing bullying situations.
- To enable all staff to respond appropriately to reports of bullying.
- To ensure that incidents are treated consistently and effectively in line with local and national anti-bullying policies.
- To ensure that regardless of intent, persistence and impact the bullying behaviour is stopped.

**Definition of bullying.**

Scotland's Anti-Bullying Service, respectme defines bullying as follows:

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.

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 social media posts, 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.

Bullying behaviour may be a result of prejudice that relates to actual or perceived differences. This can lead to prejudice and discriminatory language or behaviour. At St Andrew's Primary, we aim to create environments where diversity is celebrated and bullying incidents based on prejudice are challenged.

The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These include:
- Disability
- Gender reassignment
- Race
- Sex
- Religion or belief
- Sexual orientation or perceived sexual orientation

Prejudice-based bullying includes the protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for a variety of reasons. Our aim is to ensure that the differences between people are accepted. We hope that our values of tolerance and compassion guide us to treat each other with respect. Our children's health and wellbeing are a priority and is a pre-requisite for successful learning, attainment and achievement.

**Responding To Bullying Incidents.**

School climate is key in bullying prevention. The climate of the school should be open, restorative and non-judgmental and it should be clear to everyone how to report an incident. Procedures must be clear and well publicised to support pupils, parents and staff in reporting bullying behaviours. (Respectme, 2017)

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 this policy. Labels can stick and come to define a person and this can add to their sense of isolation rather than assist with recovery. For the person displaying the bullying behaviour, this can prevent them from changing their behaviour.

If a child or parent/guardian/carer reports an incident of bullying the class teacher will inform a member of the Senior Management team and it will be investigated. Steps will be taken to restore the situation.

If a child reports an incident of bullying behaviour to a parent/guardian at home it is important that the parent/guardian discuss the matter urgently with a member of our Senior Management Team. The school can then help bring about a resolution, through restorative practices taking into account the outcome the child would like.

When responding to incidents, several things will be considered:

- allegations of bullying should be taken seriously
- response should be prompt
- initial response should be one of support rather than immediate sanction.
- restorative processes should be considered to support the person experiencing bullying behaviour and the person displaying it
- confidentiality in any investigation and outcome
- the head of establishment must be notified if it is a situation which requires the involvement of outside agencies
- clear strategies for supporting the parties, but also for challenging unacceptable bullying behaviours

If the investigation shows a need for restorative action to be taken with the pupil(s) involved in bullying behaviour, the following measures should be taken.

- Convey seriousness and unacceptability of this type of behaviour at all times
- Explain to the pupil displaying the bullying behaviour that their actions have an adverse effect and help them to consider the consequences of what they have done.
- Involve other members of staff who work with the pupil displaying the bullying behaviour and those experiencing it.
- If appropriate contact parents/carers of all pupils involved.
- Where appropriate discuss the issues with parents/carers and inform them of action taken. Wherever possible seek their support.

Staff will be supported in dealing with situations by receiving training in respectme, Scotland's anti-bullying service.

**Recording and Monitoring of Bullying Behaviour**

Since the beginning of Session 2016-2017, all incidents of bullying and equalities are being reported on SEEMiS, in accordance with the authority guidelines. These guidelines are available on General Circular 146/16.

Additional information or greater detail may be included in pastoral notes. The record should be maintained by the promoted member(s) of staff responsible. Staff should exercise professional judgement on the validity of a reported incident, but attention must be given to the feelings of the person experiencing bullying behaviour. The perception of the child must be taken into account during the process of investigation. If, after investigation by a promoted member of staff, an incident is substantiated, then it must be reported on SEEMiS. Incidents should be reported within three days of the investigation being completed. A recording of the action taken is also important so all parties can be confident that procedures and practices have been correctly followed (appendix 2). These will be stored confidentially by Head Teacher.

A report of all incidents entered by schools will be captured at the end of each session and will be collated by schools and establishments themselves and also on an authority-wide basis by the Head of Service (Standards and Inclusion).

It is the responsibility of the school or establishment to monitor incidents and to put in place appropriate responses when incidents arise. Recording should be as accurate as possible, using the SEEMiS guidelines at all times. If there is a complaint arising from a recorded incident it is imperative that there should be a clear trail of paperwork outlining how the children and young people were supported and a clear picture of the investigation, the outcome and the recording of the incident.

Detailed information on how to navigate the Bullying and Equalities Reporting on SEEMiS has been sent out to all schools and can also be found on SEEMiS Group Revised Guidelines on incident reporting. (15/10/2014.)

*__References__*

*North Lanarkshire Council. (February 2017). Anti-Bullying Policy and Prevention Guidelines.*
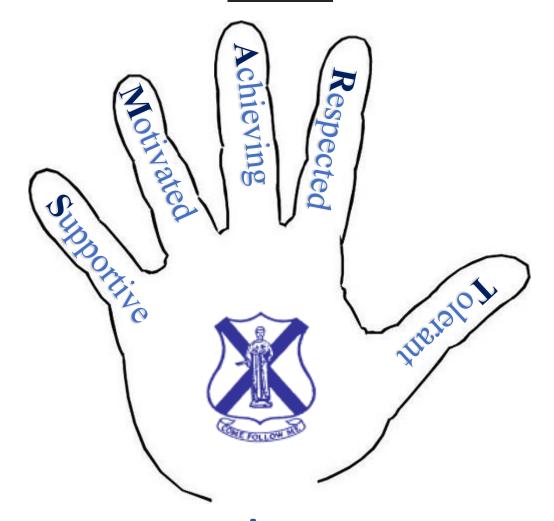
*Respectme. (2017). Scotland's Anti-bullying Service.*

*Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People*

*Equality Act 2010*

*Review of policy September 2018 (after A Hamill respectme training)*

**Motivated**

**Achieving**

**Respected**

**Supportive**

**Tolerant**

COME FOLLOW ME

At
Saint Andrew's
we are
S.M.A.R.T.

# **Appendix 2**

## **St Andrew's Primary School**
## **Bullying Incident Report**

| | |
|---|---|
| Date the incident(s) were reported | |
| Date(s) the incident(s) took place | |
| Name of person(s) receiving the bullying behaviour | |
| Name of person(s) displaying the bullying behaviour | |
| Who reported the bullying behaviour? How was it reported? | |
| Nature and details of the incident(s) including intent, behaviour and impact. | |
| Outcome of the incident including action taken eg restorative measures, discussions with parents, etc. | |
| Date reported on Seemis | |
| Date and details of revisit of incident(s) to ensure the situation has been resolved. | |
| Main Staff Member who dealt with the incident(s) | Name…………………………… Position……………………………………….. <br><br> Signature……………………………………………………………………….. |

# Appendix 3

## Pupil Voice

Pupils were consulted on their opinion of the bully policy and their opinion on bullying. We often refer to our school vision SMART statement and how the R stands for Respect.

"A bully's home experience can led to bullying."
P7 pupil.

"Bullying leads to stress and stress leads to failure." P7 pupil.

"Being respectful is easier than being a bully."
P7 pupil.

"We use our Shanarri worry box to help us."
P7 pupil.

"A policy makes me feel safe and respected."
P7 pupil.

"The effect of bullying changes over time." P7 pupil.

## Parental Voice

Our parent Council were consulted on the bully policy they responded with the following points:

It is good that the Parent Council were involved and consulted.

Children have reassurance that teachers can help them.

It is good that a system is in place now for children who have problems.

Children now feel that they are listened to.

Everything is private and confidential which allows kids to open up about their problems.