[](http://www.st-augustines.n-lanark.sch.uk/00091A34-00870BE7.7/St%20Augustine's.jpg)

St.Augustine’s Primary

ANTI-BULLYING POLICY

BULLYING: It’s Never Acceptable

Introduction

At St. Augustine’s Primary we believe that every child has the right to be educated in a school environment that is free from bullying. We want our children to learn and to socialise in an inclusive school community where the differences between people are valued and that our values of tolerance and compassion guide us to treat each other with respect and refrain from bullying behaviour. We are a community of faith and learning and are guided by Gospel values that permeate throughout day to day life in our school.

The overarching aim is for children and young people to grow up free from bullying and develop respectful, responsible and confident relationships with other children, young people and adults

We are dedicated to meeting the Scottish Government’s commitment to ensuring that young people become confident individuals, effective contributors, successful learners and responsible citizens and to comply with the following legislative frameworks:

\*UN Convention on the Rights of the Child 1989

\*The Children Act 2004

\*Racial and Religious Hatred Act 2006

\*Equality Act 2010

Background

Following the publication: Respect for All: National Approach to Anti-Bullying for Scotland's Children and Young People (2017) there is increased understanding and focus about the effects of bullying behaviour on children and young people and practices that help to build their confidence, resilience, participation and attainment.

Changes in legislation: The Children and Young People (Scotland) Act 2014, Education (Scotland) Act 2016 and the Equality Act 2010, has placed greater focus on children and young people's health and wellbeing.

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 of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up and our challenge is to prevent bullying from taking place.**

Aims

The aims of this policy are:

\*To prevent bullying behaviour wherever possible

\*To reduce bullying when it does happen and to aim for cessation of bullying behaviour.

\*To provide support for children who have been affected by bullying

\*To build resilience in children in their capacity to address bullying

\*To provide guidance on addressing bullying for staff, children and families.

Objectives

\*School staff will work to foster positive, pro-social behaviour and attitudes and to educate our children about the signs of bullying and the impact of bullying

\*Children will educated and supported to understand what bullying behaviour is and what it is not

\*Children will be enabled to understand that supports exist and how they can be accessed

\*Children will be made aware of the mechanisms for reporting bullying behaviour directed towards themselves or others.

All staff will be able to educate children about the nature of bullying behaviour, how it should be addressed and reported. Children will be given advice on how to tell and who to tell and a strong ‘zero tolerance of bullying’ message will be relayed in curriculum work and via whole school events and assemblies.

The Respect for All Anti-bullying Policy and practice guide aims to provide an overarching framework and context for all anti-bullying work that is undertaken in all North Lanarkshire Council establishments. The policy vision is to build capacity, resilience and skills in children and young people, and all those who play a role in their lives, to prevent and deal with bullying.

Bullying behaviour will be reported to the school’s senior managers who will investigate and log incidents. They will also make decisions about restorative practice, necessary actions and liaise with families where appropriate. Conflict resolution and restorative actions are often the most effective in addressing bullying behaviour however incidents of a serious or repeated nature may result in exclusion from school.

Children displaying bullying behaviour will also be assisted to develop empathy and, through restorative practices, change their behaviour.

Regular awareness raising of the school’s stance on bullying will be made to pupils, parents and carers. A copy of our policy is on the school website.

What do we mean by bullying?

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. (Respect for All, 2017)

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include

|  |  |
| --- | --- |
| Emotional | Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures |
| Physical | Pushing, kicking, biting, hitting, punching or any use of violence |
| Sexual | Unwanted physical contact or sexually abusive comment |
| Homophobic | Because of, or focusing on the issue of sexualit |
| Racial | Racial taunts, graffiti, gesture |
| Direct or indirect Verbal | name-calling, sarcasm, spreading rumours, teasing |
| Cyber Bullying | All areas of internet, such as, email and internet chat on Twitter Facebook misuse Mobile threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities, IPad and games consoles |

Many incidents of bullying are based upon prejudice. Examples of this include behaviour towards those who have:

Additional support needs and protected characteristics

\*Asylum seekers

\*Looked after children  
\*Young carers

\*A particular gender

\*A particular race, religion or belief

\*A particular sexuality or perceived sexuality

\*A particular body shape

Impact of bullying

Children who are being bullied can experience feelings of: anger, upset, hurt, frustration isolation, manipulation, fear, exclusion, discrimination and embarrassment.

Staff and parents need to be vigilant as there may be physical evidence that a child is being bullied. The most dramatic being the changes in the child’s behaviour, peer relationships, habits and personal appearance. School attendance may be affected and there may be withdrawal from usual activity. In some cases, especially with older children, there may be evidence of depression, eating disorders and self-harm. Learning and development may be adversely affected by bullying that is not addressed.

Prevention

Effective prevention involves all members of the school community in building a culture which is fair, nurturing and safe and where all adults are responsible for acting as good role models. Relationships amongst staff and children need to reflect mutual respect and recognise the uniqueness and value of every individual.

Regular staff training and awareness raising through health and wellbeing education will ensure that all are informed and empowered to recognise and respond appropriately to bullying behaviour and to report it when it does occur. Children are made aware of and encouraged to use the range of reporting mechanisms, ensuring their concerns can be shared with appropriate adults and be confident that these will be taken seriously and appropriate action taken where required. Children and young people have a right to express their views in matters that affect them, and for these views to be given due weight. The school recognises that parent(s) have a right to be included and consulted in any investigations that take place and for their views to be considered.

Staff Roles

At St.Augusine’s, Mrs.Docherty, Head Teacher, is the designated staff member responsible for dealing with bullying and developing anti-bullying education and restorative practices. She will ensure that bullying incidents are investigated promptly, fairly and with sensitivity to the safety and wellbeing of all. Following investigation and on establishing bullying has occurred, consideration will be given to appropriate sanctions and the ongoing need for support for all parties to move towards more positive futures.

All school staff have a responsibility to inform the school’s management team of any bullying incidents discovered or reported to them promptly and confidentially.

The Head Teacher, Mrs.Docherty, is responsible for monitoring the effectiveness of the school’s anti-bullying policy and procedures. She will involve parents, children and staff in the monitoring and evaluating of bullying incidents and implement agreed improvements.

Supporting Documents

Related Documents Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017 https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlandschildren-young-people/

Respect Me, 2017 http://respectme.org.uk/

The Children & Young People (Scotland) Act 2014 <https://www.gov.scot/publications/children-young-people-scotland-act-2014-nationalguidance-part-12/pages/3/>

The National Child Protection Guidance 2014 https://www.gov.scot/binaries/content/documents/govscot/publications/guidance/2014/ 05/national-guidance-child-protection-scotland/documents/00450733-pdf/004

United Nations Convention on the Rights of the Child (UNCRC) https://www.unicef.org.uk/what-we-do/un-convention-child-rights/

Addressing Inclusion: Effectively Challenging Racism in Schools.’ https://docs.wixstatic.com/ugd/b0353f\_dc2e501101154002b90e87b9dfaea6d8.pdf

Getting it Right for Every Child http://www.gov.scot/Topics/People/Young-People/gettingitright

National Improvement Hub https://education.gov.scot/improvement

respect me website good anti-bullying practice www.respectme.org.uk

Equality and Human Rights Commission 'Technical Guidance for Schools in Scotland' https://www.equalityhumanrights.com/en/publication-download/technical-guidanceschools-scotland

UN Convention of the Rights of the Child ( UNCRC) https://www.unicef.org.uk/what-we-do/un-convention-child-rights/

Education Scotland – How Good is The Learning and Development in Our Community? https://education.gov.scot/improvement/selfevaluation/How%20good%20is%20the%20learning%20and%20development%20in% 20our%20community?

Enquire: Understanding children and young peoples' rights http://enquire.org.uk/professionals/understanding-additional-support-learning-childrenyoung-peoples-rights/

Equality Act 2010 https://www.gov.uk/guidance/equality-act-2010-guidance

Policy Review Date: April 2020