



'Be Your Best Self'

Dunbarney Primary School

Perth & Kinross Council
Education & Children's Services



UNCRC Article 29

'Goals of Education'

Education must develop every child's personality, talents & abilities to the full.

It must encourage the child's respect for human rights, as well as respect for their parents, their own & other cultures, & the environment.

DUNBARNEY PRIMARY SCHOOL ANTI-BULLYING POLICY

The Perth and Kinross Council Corporate Plan sets out our vision of

"A Perth and Kinross where everyone can live life well, free from poverty and inequality."

This is supported by the Perth and Kinross Council values:

• **Ambition** • **Compassion** • **Integrity**

This vision and the values support our approach to nurturing relationships that support all our children, young people, families and staff in our schools. It is our approach to relationships that should guide our responses to bullying. If bullying or unkind behaviour happens, it must be addressed in such a way that the child or young person who has been bullied remains at the centre of decision making. This aims to support their 'agency', their sense of feeling in control of their life, and reduce the impact of any behaviour.

It is important that this commitment is communicated to all children, young people, parents and staff members to ensure everyone is aware of the importance of positive relationships, the impact bullying behaviour can have on children and young people's lives and what is being done to prevent it.

We aim to create an environment at Dunbarney where bullying cannot thrive. We aim to ensure every response we take is reflective of our Vision and Values. This policy applies to all staff and pupils within as well as our families and partner agencies.

Vision

The school vision is to support all members of our school community to:

"Be Your Best Self"

Values

Our school values are:

- Honesty
- Ambition

- Respect
- Kindness

Aims

Our school aims are:

- That all our children achieve their academic and personal potential
- To develop the skills and talents of our young people to the fullest and encourage them to live peacefully, respect the environment and other people. [UNCRC Article 29]
- To promote an understanding of and respect for Children's Rights.
- That, through excellent learning and teaching, we achieve the highest levels of attainment in the core subjects of Literacy, Numeracy, Health and Wellbeing
- That we provide a varied interesting and a coherent curriculum that challenges and supports children to make progress in all areas.
- To develop in our young people the skills and attributes necessary to be successful now and in the future.
- To develop in our young people a positive attitude to challenge and change.

Our agreed actions to support this are:

- Living our Values of Honesty, Ambition, Respect & Kindness.
- Promoting Children's Rights in our actions and interactions.
- Consistently High Standards of Learning and Teaching
- Planning and delivering a curriculum which ensures an appropriate balance between Interdisciplinary Learning, Curriculum Subjects, Wider Achievement & Life and Ethos of the School.
- Effective use of assessment information to ensure appropriate support and challenge for all.
- Excellent use of digital technologies
- Effective use of outdoor spaces and our community to enhance learning.
- Being honest in how we evaluate and improve our work
- Promoting partnership and working in collaboration with others within and beyond our school
- Expecting the best of ourselves and each other.

Children's Rights

Our commitment to Children's Rights underpins our approach to anti-bullying at Dunbarney. This means that our pupils have, in line with the UNCRC, the right to not be discriminated against, the right to have decisions taken in their best interest, the right to be kept safe from harm and the right to be given a voice.

The safety and inclusion of our pupils, their Right to an Education and their Right to be Safe, is paramount. Bullying is a barrier to enjoying your rights.

What is bullying?

Defining bullying can be a source of conflict for parents and schools as well as for pupils. At Dunbarney our focus is on what we do in response to behaviour and impact first. If we can do this, then we will know if it is bullying or not.

The Scottish Government defines bullying as '*face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in*'

(Respect for All: National Approach to Anti-Bullying for Scotland's Children and Young People, Scottish Government 2024)

This behaviour can include:

- Being called names, teased, put down or threatened.
- Physical aggression.
- Having belongings taken or damaged.
- Being ignored, left out or having rumours spread about you.
- Things written about you in group chats.
- Being targeted because of who you are or who you are perceived to be.

The Impact can include:

- Physical or emotional harm.
- Fear.
- Anxiety/worry.
- Not feeling that you can be yourself.
- Although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions such as, looks, messages, confrontations, physical interventions, or the fear of these.

Bullying is usually intentional but there are occasions where language and actions can still harm someone and cause serious upset, regardless of what the person 'meant' by their actions.

Online bullying

Online bullying is the same type of behaviour, but it takes place online, usually on social networking sites or in group chats. A person can be called names, threatened, or have rumours spread about them online and in group chat.

Some pupils are taking part in group chats as young as Primary 4. These chats are rarely supervised by adults and as such can become unkind very quickly and children this age do not have the skills to manage the impact of this.

Unkind and hurtful comments in group chats are just as serious as ones made face to face.

It is the responsibility of parents and carers to teach their children how to behave online and how to safely use social media and devices. It is for parents and carers to set limits on screen time, what content they can access and to follow the expectations/guidance on use of personal mobile devices in schools.

What have our pupils told us?

Our pupils have told us that they are aware of who they should tell if they're worried about bullying. They all know the 'answer' to that question. They are generally reluctant to talk about it, and they have shared some of the reasons for this:

- They fear an adult over reaction.
- They worry that they will get into trouble.
- They feel they won't be believed.
- Telling will make things worse.

The adult over reaction includes parents, carers, grandparents and teachers and staff. Our pupils did accept that not telling an adult, made it difficult for the adult to help, but they worry that they will make things worse.

Pupils told us that a person who tells an adult can get more grief from their peers for telling, than the person who was mean got for their mean behaviour. We need the adults to be mindful that this is very real for some of our pupils and as such, we strive to create trusting relationships that give the pupils the confidence to approach and share their concerns with adults.

Anti-Bullying Guidance

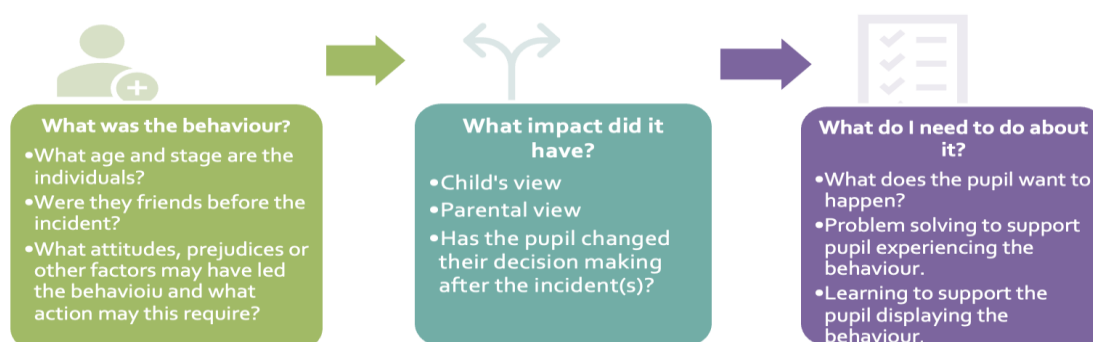
Responding to Bullying

'Children who are bullied do not feel like themselves, they feel like they have something taken away from them. They feel they lose the ability to manage what is happening to them and worry a great deal about what might happen if they tell, if they speak up or if they ignore it.' (Brian Donnelly, 2021, Orbis Training and Consultancy Ltd).

What you do about bullying is more important than how you define it.

If we respond to the behaviour and the impact, we will be able to discover if it was bullying. We do not try to figure out if it was bullying before responding. We act as soon as something happens.

In line with PKC Guidance, our staff will respond to any concerns or allegations of bullying by asking:



This is helpful as it breaks incidents and allegations down into a manageable solution focussed process. All staff in Dunbarney can respond to bullying and must always share this with the Senior Leadership Team for advice, support and guidance.

We separate behaviour and impact to help us explore what happened and what we need to do, then we bring these two parts together as part of our solution and response to incidents of bullying.

Looking at behaviour and impact as two distinct things, gives us a framework on how to respond to all incidents. This will tell us if we are dealing with unkind behaviour or bullying.

This approach will allow us to deal with each situation in a fair and even way.

- Unkind behaviour that makes someone feel worried, scared, or left out and unsure how to respond, is likely bullying.
- A hurtful or cheeky comment that makes me annoyed or a bit upset, isn't

bullying, its unkind, mean behaviour. We will still treat this seriously.

- Some unkind behaviour has little or no impact. This does not mean the behaviour is acceptable. Pupils will be accountable for behaviour and language regardless of the impact. When it has had a serious impact, our responses will reflect this.
- Every situation is unique, and our response will focus on both aspects. We will explore and challenge any unkind behaviour and we will help people develop skills to manage and to respond to behaviour.
- Bullying is usually intentional but there are occasions where language and actions can still harm someone and cause serious upset. In cases such as this, an explanation as to why what they said or did was unacceptable should see the behaviour or language stop.

Some behaviours can be dealt with quickly and effectively by adults by focusing on what someone did and the impact it had. We will help our pupils understand that -

- They have options on how to respond.
- Everyone does not have to be friends.
- Learning how to manage friendships is a skill we all develop at school.
- Apologising means that your behaviour changes.
- Just because it is not bullying, it does not mean the language or behaviour is okay.

Bullying is more serious, and the affect can last longer than simply being upset. Bullying is both unkind, hurtful behaviour **and** a particular kind of lasting impact. Consequences for bullying will be appropriate to each situation and the pupils involved.

How do we respond to children that are bullied?

It is important to gently ask the child what was the behaviour that made them feel this way. Sometimes the interpersonal nature of bullying makes it hard to focus on what someone did as well as how they made you feel.

We know that bullying takes away a child's sense of being themselves and being able to act. Therefore, the most important step we can take for a bullied child is to help them regain this sense of agency, to give them back some control.

We help restore agency by asking, 'what would you like me to do? What do you think should happen?'. The asking of this immediately puts them in a position where their voice can be heard.

Explore 'what do you think might happen if we try this/that?' and invite the pupil to begin problem solving, this life skill will be essential for them. This way they can understand the outcome and what you'll do in relation to the behaviour but also what you have done to support them.

Our pupils have told us very clearly, this is how they like adults to respond. This makes them feel included and listened to, this is essential for dealing with bullying.

How do we respond to children that are bullying?

Children and young people who bully need our support and guidance to make things better.

Learning to manage relationships, to deal with difficulties, and to learn about how other people can be affected by our actions, is an essential part of growing up.

We are committed to dealing with behaviour and impact, we never ignore bullying behaviour and there will always be natural consequences for this at Dunbarney Primary School.

Pupils who are exhibiting bullying behaviour will be given help and support to:

- Identify the feelings that cause them to act this way.
- Develop alternative ways of responding to these feelings.
- Understand the impact of their behaviour on other people.
- Repair relationships.

Bullying behaviour can see friendships and relationships affected, families under pressure and other natural consequences such as parents or carers called to the school, increased levels of supervision, inclusion in events affected and restorative sessions put in place.

Pupils who bully will be provided with clear expectations about behaviour. This may include taking steps to repair a relationship, and where appropriate, supporting them to make amends.

We will challenge prejudice and offer the opportunity to learn and change behaviour. Consideration will be given to any factors that may impact upon a pupil's wellbeing, including whether any additional support for learning is required.

Recording

In line with Perth and Kinross Council guidance, all incidents assessed as bullying will be recorded on Seemis, our electronic management of information system. Staff can access the "Bullying Log" in Seemis through Management Bullying and Equalities. Each incident recorded should include the following details:

- Pupil information relating to those experiencing and displaying bullying behaviour.
- Details of alleged incident.
- Nature of incident including the characteristic of the type of behaviour.
- Procedures to monitor and review targets with dates as required.
- Progress of outcomes following review (within timescale set).

Parents/Carers of all pupils should be informed, and details recorded on Seemis Pastoral Notes. It is essential that Staff refer to the Pastoral Notes and the Bullying Log when recording new incidents to compare information and highlight patterns of behaviour.

