Respect for All

Anti-Bullying Policy

Kilbarchan Primary School 2021-2022



# Purpose and Vision

The purpose of this policy is to provide all stakeholders with a framework which offers guidance and strategy to promote equality and Respect for All.

It is our aim that everyone in our school community will work together in partnership to create a positive ethos in which bullying behaviour, regardless of type, is not accepted.

It is the responsibility of all pupils, staff and parents/carers to ensure that all members of our school community feel safe and valued and are able to build strong positive relationships which celebrate diversity, equality, equity and which encourage Respect for All. By working together as a strong team, we will achieve this aim and our school vision.

# Vision:

At the heart of the community, community at the heart.

# School Values:

Kind

Welcoming

Supportive

Determined

# School Aims:

* Kind - To treat each other with care and concern, we value everyone in the school and respect our differences and similarities. We are kind when we speak to and about others. We will always ask each other if our behaviour was kind, and if it was not, how can we make amends.
* Welcoming - To welcome everyone at Kilbarchan Primary whoever you are. We are an inclusive school and recognise that we are part of a wider community and world. We will always challenge prejudiced behaviour and language and continue to make everyone who comes through the doors feel welcome and valued.
* Supportive - To ensure everyone gets the help they need to be a part of Kilbarchan Primary. We encourage everyone to work as hard as they can, we value effort and commitment from everyone. We put children at the centre of everything we do here and recognise that at times people need extra support.
* Determined – To embrace the opportunity to learn, create and contribute to the positive learning environment. We are determined to challenge ourselves by participating in a range of new experiences, building on what we know so that our learning can progress. We are proud of our achievements and love to share them with others.

In keeping with the national aim that all sectors and communities, at a national and local level, are consistently and coherently contributing to a holistic approach to anti-bullying, the Kilbarchan Primary School community is committed to ensuring:

* All our children are supported to develop respectful, responsible and confident relationships with other young people and adults
* Our young people are taught the skills and resilience to respond to and manage bullying behaviour appropriately
* All children and their parents/carers who require help with behaviour and/or relationships know who to contact and what support is available
* All adults working with our young people follow a consistent and coherent approach to managing and preventing bullying and in developing positive and nurturing relationships
* We create an ethos where bullying cannot thrive. As such, we encourage all pupils and the community to play an active part in the life of the school. We celebrate diversity and strive to create a shared understanding of what behaviour is acceptable and what is not.

# Principles of our Policy

The principles of Respect for All within Kilbarchan Primary School are:

* We will promote and foster positive relationships and behaviours among all members of our school community
* We respect the rights of children and young people as paramount (Children and Young People (Scotland) Act 2014)
* We respect the rights of children and young people with additional support needs (The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended))
* We will work together to maintain a culture of mutual respect and shared responsibility with all members of our school community
* We will seek to prevent and address bullying behaviour, though the implementation of effective practices
* We will address all aspects of prejudice and discrimination to ensure that these types of bullying are treated with equal importance (including bullying based on the protected characteristics as outlined in the Equality Act 2010)
* We will support effective communication, including sharing relevant and proportionate information, where appropriate, in accordance with the Data Protection Act 1998 and Human Rights Act 1998
* We will continue to understand and meet the needs of all of our pupils and will support both those who experience bullying behaviour as well as those who display bullying behaviour within a framework of respect, responsibility, resolution and support
* We will continue to implement effective tracking and monitoring procedures to ensure that all children have their needs met in relation to the wellbeing indicators outlined in Getting It Right for Every Child and that all children are given the best opportunities to succeed and achieve
* We will share information where appropriate and work in partnership with parents/carers to ensure that our practice is transparent and cohesive
* We will continue to recognise and teach that bullying behaviour can have an adverse effect on personal development and will engage children across all stages in regular opportunities to develop their social and emotional wellbeing

**The Equality Act 2010**

The Equality Act 2010 creates a duty on schools to have due regard to the need to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; and, to foster good relations between people who share a relevant protected characteristic and those who do not. These characteristics include:

* Race
* Age
* Gender
* Disability
* Gender reassignment
* Religion or belief
* Marriage or civil partnership
* Sexual orientation
* Pregnancy

“Homophobic, biphobic and transphobic (HBT) bullying is bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBT).” – *Anti-Bullying Alliance*

# 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, left out and lack self-confidence. This behaviour happens face to face and online. (RespectMe, 2015)

Bullying 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. Bullying behaviour can happen as a one-off incident or can be persistent.

Renfrewshire Council and Kilbarchan Primary School also recognise that labelling children and young people as ‘bullies’ or ‘victims’ can be disempowering and does not help to change behaviour or support recovery from being bullied. Research shows that labelling **an action** as bullying is more effective in bringing about a change of behaviour. Renfrewshire Council expects adults managing bullying to be able to distinguish between a person and their behaviour. It is also an expectation that all people, including those who are bullying, should always be treated with respect. Not labelling children helps to maintain the adult’s focus and response on the problematic behaviour.

Bullying behaviour can include:

* + Being called names, teased, put down or threatened face to face/online
	+ Being hit, tripped, pushed or kicked
	+ Having belongings taken or damaged
	+ Being ignored, left out or having rumours spread about you (face-to-face and/or online)
	+ Sending abusive messages, pictures or images on social media, online gaming platforms, mobile phone or other device
	+ Behaviour which makes people feel like they are not in control of themselves or their lives or that they have lost their personal power or ‘sense of agency’ (face-to-face and/or online)
	+ Being targeted because of who you are or who you are perceived to be (face to face and/or online)

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith. Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual’s actual or perceived identity; it can be based on characteristics unique to a member of our school community’s identity or circumstance. For example, prejudice arising from socio-economic background, their ability to learn, mental health or a pupil’s appearance.

Online bullying, or ‘cyberbullying’ as it is often referred to on social networking sites and online gaming platforms will not be treated any differently from face-to-face bullying. A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online.

# When is it not bullying behaviour?

In line with Respect for All and Renfrewshire Council’s Anti-bullying Policy, Kilbarchan Primary School recognises that not all disagreements between children and young people are necessarily bullying in nature. The school considers both the behaviour and impact when investigating and resolving allegations of bullying behaviour. We know that children and young people will fall out and disagree with each other as they form and build relationships and most have the ability to bounce back from this type of behaviour. Early intervention and prevention through education and modelling behaviour are key elements to ensuring we get it right for all members of our school community. Indeed, it is important to share the message with children that it is okay not to be friends with everyone but there is an expectation that we treat everyone with respect.

# Behaviour Expectations

We have high expectations of conduct from all members of our school community. Our school culture and ethos is based on mutual respect and our expectations are based on our school values. Alongside the development of nurturing approaches, we actively seek to build positive

relationships between pupils, staff and parents. At Kilbarchan Primary, we ask: Are we READY to learn? Are we RESPECTFUL of ourselves and others? Are we SAFE?

# Responsibilities of Pupils

It is the responsibility of all members of our school community to demonstrate Respect for All at all times. In situations where pupils witness behaviour which is not appropriate towards others, pupils are encouraged to challenge such behaviour by speaking out. It is important that pupils report bullying type behaviour immediately to any member of staff or key adult. In the first instance, this is usually a member of the support staff in the playground or their class teacher however the Head Teacher and Depute Head Teachers are available every day for children to speak to if required.

Children who are displaying bullying type behaviour and those who are subjected to such behaviour are encouraged and supported to take part in restorative work to ensure issues are resolved quickly and have no lasting impact.

# Responsibilities of Staff

It is the responsibility of all staff across the school to ensure that they understand and adhere to Renfrewshire Council’s and the school’s anti-bullying policies.

As a nurturing school community, all members of staff are expected to model positive and respectful relationships with pupils, parents and staff. If staff witness or have an incident of bullying behaviour reported to them, they will deal with the situation immediately. Staff should challenge all forms of bullying behaviour at the time of occurrence and use each situation as a learning opportunity. All incidents will be reported to a member of the senior management team for recording and further action if appropriate.

Teaching staff will take a lead role in supporting and teaching children to build and sustain positive relationships and to develop skills of resilience and abilities to form positive relationships with others.

In line with Renfrewshire Council’s Anti-bullying Policy, when responding to incidents or reports of bullying behaviour staff will consider:

* The *nature* of the behaviour - **what was the behaviour?**
* The *impact* of the behaviour – **what impact did it have?**
* The desired outcome of the pupil – **what does the child want me to do?**
* The action required – **what do I need to do about it?**
* The attitudes, prejudices or other factors that influenced the behaviour – **is there any evidence of prejudice behaviour or attitudes?**

*It is essential that there is trust between home and school to manage day to day incidents and that, where appropriate, parents are able to contact the school to discuss or share information that the school may not be aware of or that their child has reported to them. The school encourages parents to make contact to a member of the senior management team as early as possible so that we can work together to manage any concerns.*

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

* + Identify the feelings and/or circumstances that led to the bullying behaviour and to take responsibility for their behaviour
	+ Develop alternative and more positive ways of responding to these feelings/circumstances and to make positive choices
	+ Understand the impact of their behaviour on other people
	+ Repair relationships as appropriate

Pupils who demonstrate bullying behaviour will be provided with clear expectations about their behaviour which will be shared with their parents as well as a range of appropriate ways to respond which will be shared with all key members of staff. This may include taking steps to repair a relationship, and where appropriate, supporting them to make amends. Planned opportunities will be put in place for pupils to learn from the experience so that they are able to change their behaviour moving forward and make positive choices in the longer term. Consideration will be given to any factors that may impact upon a pupil’s wellbeing, including additional support needs.

# Responsibilities of Parents/Carers

We encourage and actively promote positive home/school partnerships, seeking to foster trusting relationships built on mutual respect and honesty. We recognise that bullying behaviour can have a significant impact on a child’s wellbeing and would advise parents to report any concerns they may have with a view to working together with the school to support their child. Reassuring children and young people that they are not deserving of such behaviour and that they have the skills and ability not only to stand up to bullying behaviour but to seek support will help build confidence and resilience.

Often bullying behaviour happens online. We strongly encourage parents/carers to monitor their child’s use of technology and ask them to challenge any negative usage as well as support their child if they are receiving bullying messages by ensuring social media accounts are private. Inappropriate online usage can be reported to Police Scotland by parents, however reporting misuse to the school is also helpful and will enable us to monitor and support the situation. We recommend that parents be added to their child’s site so that this can be monitored at all times as this is often the cause of unacceptable behaviour which may not necessarily happen face to face.

# Our Whole School Approach to Preventing Bullying

It is the responsibility of all members of our school community to tackle bullying. There are specific strategies which Kilbarchan Primary are committed to:

* Positive school culture and ethos based upon clear values that are understood and shared by all
* Anti-bullying professional development for staff
* Recognising and realising Children’s Rights
* Restorative approaches
* Nurturing approaches
* Creating inclusive and supportive learning environments
* Curriculum for Excellence
* Staff and parents’ model positive behaviour towards others
* High profile of policy and Anti-bullying Week
* Focusing on anti-bullying through school assemblies, focus days, Health and Wellbeing curriculum.

# Safer Travel to and from School

In the unsupervised environment of a bus it is possible that standards of behaviour can deteriorate and bullying incidents may occur; this section of the policy outlines the expected standards of behaviour when travelling on the school bus, and provides the possible consequences of breaking these rules.

As stated in Renfrewshire Council’s Home to School Transport Policy (2013), **“**The head teacher will establish with parents/carers and pupils the importance of good behaviour on school transport. Examples of unacceptable behaviour will be emphasised to pupils.

The responsibility of ensuring safe and acceptable behaviour remains with the parents or carers of a child travelling on a school transport vehicle. Misbehaviour or action which could put the safety of others at risk may result in alternative means of transport to school being sought.

In circumstances where a pupil’s behaviour is unacceptable, the driver may retain the pupil's pass for identification purposes. The incident will be reported to the driver’s supervisor who will immediately send details to the head teacher of the school. The head teacher will invite the parents or carer and the pupil to a meeting and ask the pupil and parents/carer to respond to the report of the incident. The head will ask for an assurance of the pupil’s good conduct prior to the resumption of previous travel arrangements. It is important that the school keeps a record of any such incident and details the responsive action taken. During the interim, alternative arrangements, possibly involving parents, will require to be made in order that the pupil attends school.”

# Recording Bullying Incidents

In line with Renfrewshire Council guidelines, all incidents assessed as bullying will be recorded on SEEMIS, our electronic management of information system, within the Bullying & Equalities module. Renfrewshire Council advises that staff should use their professional judgement when deciding what to record on SEEMIS. Not all disagreements between children are necessarily bullying and it is recommended that staff should consider behaviour and impact before deciding if it is bullying and whether it should be recorded. The purpose for recording is for schools to learn about what kind of bullying is happening in their establishment and to identify if there are trends or issues which require addressing. To this end, recording is an improvement tool.

Each incident recorded should include the following details:

* + The children and young people involved including the adults
	+ Details of alleged incident
	+ Nature of the incident including the characteristics of the type of behaviour, any underlying prejudice
	+ The impact of the bullying incident
	+ Actions taken including the resolution at an individual or organisational level

# Policy Creation and Review

This policy is designed to serve all members of Kilbarchan Primary School Community and as a result pupils, parents and staff have been involved in the creation of this policy. We are aware that the nature of bullying type behaviour is ever evolving and that it is essential that our Respect for All policy is relevant and responsive to the needs of our school community. We are committed to reviewing and amending the policy, as necessary, on a three-yearly cycle.

# Acknowledgments

This policy has in the most part been derived from guidance and information shared in **Respect for All:** The National Approach to Anti-bullying for Scotland’s Children and Young People 2017 and reflects the advice and guidance presented in Renfrewshire Council’s Anti- bullying Policy.