



Bargarran Primary School



Anti-Bullying Policy June 2019

Policy Statement

This policy sets out the approach to be taken in Bargarran Primary School in relation to bullying behaviour and supporting the development of respectful relationships.

This policy has been developed to take account of the national guidance on anti-bullying, 'Respect for All – The national approach to anti-bullying for Scotland's children and young people' and is based on guidance from the current authority anti-bullying policy.

Children have the right to be safe. Bullying impacts on this right and can affect their right to an education. Our whole school aim is to create an environment where bullying cannot thrive.

Our policy is in accordance with the guidance set out in 'Respect for All', and reflects the Renfrewshire Council Policy as well as consultation that has been carried out with pupils, parents and staff.

Principles

It is our belief that a safe, nurturing and respectful learning environment is fundamental in supporting every child to thrive and achieve. Bargarran Primary School recognises the impact that bullying behaviour can have on wellbeing and is committed to preventing, reducing and responding to bullying behaviour.

Bargarran Primary School promotes a culture of positive behaviour and respectful relationships. This is achieved through the following: promotion of our school values; the creation our vision statement in consultation with parents; our Rights Respecting School work; our promoting positive behaviour guidance and regular whole school assemblies.

Children and young people are encouraged to report incidences of bullying behaviour or suspected bullying behaviour. Every learning establishment must offer a range of friendly, safe and confidential ways for children and young people to raise concerns about themselves or others.

Bargarran Primary recognises that bullying behaviour is not limited to the school environment and responding to it effectively needs strong partnership working – between the establishment, pupils and parents.

Definition

Bargarran Primary has adopted the definition of bullying used in 'Respect for All':

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.

In line with 'Respect for All', Bargarran Primary acknowledges that not all disagreements between children and young people are necessarily bullying in nature the definition set out in this policy will be used when investigating and resolving allegations of bullying behaviour.

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:

- 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 or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives (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).

On line incidents

Bullying can happen face to face and online. Bargarran Primary addresses online bullying effectively when we it is addressed as part of our whole anti-bullying approach, not as a separate kind of bullying.

The vast majority of issues raised regarding on-line bullying take place when children are not in the care of the school. When these instances are reported to the school we will immediately contact the parents and carers of children involved and expect their support in resolving the matter.

The school adopts a proactive report to educating our pupils about appropriate on-line behaviour. This is done through our Health and wellbeing programme, school assemblies and engaging with other agencies to promote on-line safety.

Prejudice based bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. 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 child or young person's identity or circumstance. These characteristics include:

- Age;
- Disability;
- Race;
- Religion
- Gender;
- Home circumstances

Prejudice-based bullying behaviour is not restricted to these categories. It may also result from perceptions about a child or young person for other reasons, such as their socio-economic background, being looked-after, being a young carer, being an asylum seeker or refugee, body image or other family circumstances.

Our school approach

At Bargarran Primary we aim to foster a culture and ethos of respect and responsibility, in an environment where all adults, children and young people are able to play an active part in preventing and responding to bullying behaviour.

We believe environments where bullying cannot thrive are ones where pupils, parents and carers play a part in school life. Our whole school approach to educating our pupils about Children's rights and our successful accreditation as a Silver Rights Respecting School play a key role in this. Through this approach, there is a shared understanding of what behaviour is acceptable and what is not.

Our school vision statement and school values were created in consultation with pupils, parents and staff. These are discussed on a with children on a regular basis and are referred to when dealing with inappropriate behaviour.

Roles and responsibilities

The Head Teacher has overall responsibility for preventing and responding to bullying behaviour and promoting respectful relationships within the school. This is achieved through:

- developing a culture of positive behaviour and respectful relationships across the school;

- ensuring all staff within their establishment have a clear understanding of the policy on anti-bullying and their roles and responsibilities in relation to this;
- identifying a lead(s) for anti-bullying within their establishment;
- ensuring that all children and young people within their establishment know how to report any concerns about bullying behaviour;
- ensuring that staff adhere to all procedures for reporting, recording and responding to incidents of bullying behaviour;
- monitoring information on incidents of bullying behaviour and taking appropriate action where required;

All staff must be aware of, and adhere to, the school's policy and procedures in relation to bullying. All school staff are responsible for:

- contributing to a culture of positive behaviour and respectful relationships;
- being aware of, and adhering to, the school's and the Council's anti-bullying policy;
- ensuring that children and young people know how to recognise and report an incident of bullying behaviour and are comfortable with the means of doing so;
- being aware of their responsibility to prevent and respond to prejudice-based bullying behaviour;
- ensuring that they are aware of, and are adhering to, the procedures for monitoring and recording alleged incidents of bullying behaviour;
- actively contribute to the development, delivery, and review of anti-bullying behaviour strategies within the learning environment;
- acting as a positive role model in establishing respectful relationships.

Support for Children and Young People

Support for children and young people affected by bullying behaviour is essential, both immediately following the incident, and, during an agreed period of review. This includes support for those children and young people who have exhibited bullying behaviour. Peer support, staff support and parental support all play a vital role in ensuring there is little or no long-term effect on someone who has been subjected to bullying behaviour.

When responding to bullying or suspected bullying, staff should ask themselves the following questions:

- What was the behaviour?
- What impact did it have?

- What does this child want me to do?
- What do I need to do about it?
- Is there any evidence of prejudice behaviour or attitudes?

Remembering that bullying is both behaviour and impact, Bargarran Primary will address both behaviour and impact.

The approaches that we adopt to prevent and reduce incidences of bullying behaviour and promote respectful relationships include:

- making links between discussion and policies on children's rights and positive behaviour and bullying to help ensure a whole school approach to relationships and behaviour.
- themed assemblies and visits from other agencies;
- curricular activity;
- mentoring and/or buddy systems;
- health and wellbeing activities;
- regular discussions with pupil and parent councils;
- actively promoting positive respectful relationships through establishment values rather than focusing on bullying behaviour.

Bullying behaviour also occurs outside of the school day and often through social media, there should be greater emphasis on the need for pupils, parents, and communities to be aware of the signs of bullying behaviour. The head teacher/head of establishment should seek to raise awareness of the school's policy through its pupil and parent councils. Bullying that takes place outside of school that has an impact on a child or young person will be seriously. When schools are made aware of such incidents, staff will work in partnership with parents and carers to address these issues.

Our approach to dealing with bullying behaviour is a solution-oriented approach that is designed to help people change the way they behave without being labelled. Staff and parents and carers can help children and young people change by telling them that the behaviour is bullying and that what they did is not acceptable. Labelling children and young people as 'bullies' or 'victims' is unhelpful in changing their behaviour or supporting their recovery from being bullied. Labelling an action as bullying is a more effective way of motivating a child to change their bullying behaviour. Adults dealing with bullying behaviours are expected to be able to distinguish between a person and their behaviour.

Any bullying behaviour must be challenged; however, all people (including those who are bullying) should always be treated with respect. Not labelling children does not diminish the seriousness nor impact of bullying behaviour; rather, it is an essential way of maintaining the adult's focus and response on the problematic behaviour.

We believe it is important to tell pupils in all schools that it is okay not to be friends with everyone, but you should still show respect to people that you are not friends with. Staff dealing with bullying incidents will use this as a principle to underpin discussions on relationships.

Our pupils have told us they value supervision in the playground. We aim to continue to provide levels of supervision well above the minimum national requirements and will give staff advice how to respond to behaviour and concerns in the playground. Initiatives that involve children in the playground are valued. Some expressed that adults telling them to 'ignore bullying' was not helpful advice.

Working with Parents and Carers as partners

Parents and carers have been involved in a consultation process as part of the development of this policy and when the policy was in draft form.

Staff should use their professional judgement to determine at which stage parents/carers should be involved when there are bullying concerns. Staff should consider the wishes of a young person in relation to sharing concerns about bullying with parents. Staff should act in the spirit of GIRFEC and consider the best interest of a child. If a child or young person indicates that telling a parent could cause harm or distress, this needs to be considered. Their right to privacy is not an absolute right, and where there is a child protection concern, local procedures must be followed.

Reporting, recording, and responding to concerns

There are a number of ways in which alleged incidents of bullying behaviour can be reported by children and young people. These are as follows:

- reporting directly to the Class Teacher,
- reporting directly to the Head Teacher or Depute Head Teacher,
- parents or carers reporting directly to Class Teacher, Depute Head Teacher or Head Teacher
- using class 'worry boxes'

Parents and carers should contact the school should they wish to raise concerns formally or informally. When contacting the school parents should consider the member of staff they wish to discuss the alleged incident with. This could be their child's class teacher or the member of SMT with pastoral responsibility for their child's stage. For Primary 1-3 children this will be the Depute Head Teacher and for Primary 4- 7 the Head Teacher.

Reports of alleged bullying made by parents/carers/others will be treated as bullying incidents and schools will aim to complete an investigation and implement any remedial action within 3 working days and communicate the outcome to affected children, young people and their parents. Investigations into alleged incidents of bullying behaviour should begin, in the establishment, on the day the incident is reported. If the incident occurs at the end of the school day or outwith school hours, the investigation should commence at the start of the following school day. The member of staff who is dealing with the complaint should inform the person making the complaint how the investigation into their complaint will be carried out.

As far as possible, parents and carers should be kept informed of the progress of the investigation into a complaint. If a parent/carer is not satisfied with the way in which the establishment has handled an incident of alleged bullying, they should be referred to Renfrewshire Council's complaints procedure.

Shared Campus

Our position as a shared campus school results in children sharing the playground and lunch hall. If an allegation of bullying is made the Senior Management Teams of both school will work together to address any concerns including the reporting and recording of incidents.

Recording

Recording and monitoring the number and nature of incidents of bullying behaviour ensures that appropriate responses can be made and supports the identification of trends and opportunities for early intervention.

Each incident of bullying which takes place in Bargarran Primary will be recorded in the Bullying & Equalities module within SEEMIS Click & Go, which is the main information system used to hold pupil information in Scottish schools. The Scottish Government Guidance on 'Recording and Monitoring of Bullying Incidents in Schools' can be accessed here -

When recording bullying incidents, the following information must be included:

- The children and young people involved as well as other adults
- The type of bullying experienced – name calling, threats or rumours etc.
- Any underlying prejudice including details of any protected characteristics
- The impact of the bullying incident, including consideration of personal or additional support needs and wellbeing concerns and
- Actions taken including resolution at an individual or organisational level.

School Staff should use their professional judgement when deciding when to record on the SEEMIS module. When parents or carers have raised an alleged incident with the school their views will be considered whether the incident should be recorded.

In line with the national guidance and this policy, not all disagreements between children and young people are necessarily bullying and staff should consider the behaviour and the impact before deciding if it is bullying and should be recorded..

All data recording, monitoring and reporting will be undertaken in line with current data protection legislation.



Appendix 1 – Behaviour Guidance for Parents, Pupils and Staff



Bargarran Primary School

Behaviour Guidance for Parents, Pupils and Staff

March 2019

At Bargarran Primary School we adopt a positive approach to discipline through encouraging and rewarding positive behaviour. The following guidance sets out how we promote positive behaviour in our school.

Our School Vision

Our school vision statement was created in consultation with pupils, parents and staff with the aim of encouraging a positive learning ethos. Our vision statement is visible around the school and discussed regularly at whole school assemblies. Our vision statement is;

“At Bargarran Primary School we learn and grow together.”

Our School Values

Our school values were created in consultation with pupils, parents and staff. Our values apply to all members of our school community. Our values are visible around our school and discussed regularly at whole school assemblies. Values awards assemblies are held to promote our values and to recognise positive behaviour in accordance with our values. Our school values are;

- be happy
- be honest
- be kind
- be respectful
- be responsible
- be all you can be!!

Class Dojo

Class Dojo is used to promote positive behaviour and good work in class. Parents have the opportunity to access their child's information on Class Dojo. Class teachers issue awards and certificates in connection with Class Dojo.

House Points

House Points are awarded for good behaviour outwith class. This can be for behaviour in accordance with our school values or showing kindness, concern and consideration for others. Examples of actions house points can be awarded for are: holding doors for others, displaying good manners, acting as a positive role model or lifting litter in the playground. House Points can be awarded by any member of staff. House Points are counted on a weekly basis. The house with the most points each term are awarded the House Points trophy.

Whole School Rules

Our whole school rules were developed in consultation with pupils, parents and staff. The whole school rules of Bargarran Primary are as follows:

- We respect ourselves
- We respect others
- We respect our school

The whole school rules should be displayed in each teaching base.

Individual Class Approaches

At class level individual teachers are encouraged to use approaches suitable to their class. These can include: individual points, group points and star of the week.

Golden Time

Our main whole school approach to promoting positive behaviour is golden time. This approach aims to reward positive behaviour by rewarding children with time at the end of the week to undertake an activity of their choice. At the start of each week all children begin on the green traffic light. Each class should have a traffic lights display visible in class. Children who remain on green for the week will be rewarded with 25 minutes (5 minutes each day) of Golden Time. Golden Time will take place from 2.25

p.m. – 2.50 p.m. each Friday. Staff should plan a range of activities that can be undertaken during time in consultation with their class. A tannoy announcement will signify the start and end of Golden Time. Children may pack up but Golden Time should not begin until the starting bell rings. There may be circumstances when certain behaviours occur that result in children losing part or all of their Golden Time. The whole school system all adults should follow when having to deal with behaviour outwith the school rules is as follows:

Step 1 - Verbal warning

Step 2 - Second verbal warning

Class teachers have the freedom to choose how they record verbal warnings. This can be either visually in class or on a private note for their own reference.

Step 3 - Visual warning issued. The visual warning is a yellow card that is placed on the child's desk.

Step 4 - Child removes name and places on amber on class traffic light. Their name remains on amber for the remainder of the week and ten minutes Golden Time is lost.

If behaviour continues steps 1- 4 are repeated and the child would move their name to red and lose all 25 minutes of Golden Time.

Serious Breaches of School Discipline

For certain serious breaches of school discipline children can be moved automatically to red. These are

- vandalising school property
- swearing
- hitting, kicking, spitting or hair pulling

The member of the SMT with pastoral responsibility should be informed of any such incidents and should take the decision whether to contact the parent or carer of the child concerned. Any contact with parents or carers should be made by the member of SMT with pastoral responsibility. All serious breaches of discipline should be recorded on pastoral notes.

Reflection Zone

Children who are on amber or red should come to reflection zone during Golden Time. Reflection zone will be taken by the member of Senior Management Team who has responsibility the child's stage. The reflection zone for Primary 1 to 3 pupils will be

taken by the Depute Head Teacher and for Primary 4 to 7 pupils will be taken by the Head Teacher.

Children who are attending reflection zone should bring with them a reflection sheet that has been completed by the class teacher. Copies of the reflection zone sheets will be included in the behaviour file distributed by the behaviour co-ordinator (Depute Head Teacher) at the beginning of the session. Reflection sheets will also be available on the staff section of the shared file.

Reflection Sheets

After attending reflection zone a child will bring the reflection sheet back to class and should take it home to be signed by a parent, carer or guardian and returned the first school day of the following week.

If the sheet is returned the class teacher should file it in the class behaviour file. If the reflection sheet is not returned by the following day the class teacher should contact the child's parent or carer.

Record Keeping

The class teacher should keep a record of the dates that individual children attend reflection zone on the appropriate sheet contained in the class behaviour folder. The Head Teacher will keep a record of all children attending the Primary 4 to 7 reflection zone and the Depute Head Teacher will keep a record of children attending the Primary 1 to 3 reflection zone.

Contacting Parents

If a child attends reflection zone three times in the one term then their parent or carer should be contacted by the class teacher. The class teacher has the decision whether to send a standard letter to invite the parent to school for a meeting, or to discuss any concerns with the parent over the phone.

The class teacher has the option of placing a child who has been in reflection zone three times in one term on a behaviour card. This should be communicated to the parent or carer at the end of the meeting or telephone conversation. If the teacher decides at this point a behaviour card is not necessary strong consideration should be given to using a behaviour card if the child is sent to reflection zone on a fourth occasion in the one term.

Parents or carers should always be informed if their child is being placed on a behaviour card.

Behaviour Cards

Children who have been issued with a behaviour card should be sent at the end of each day to the member of Senior Management Team with pastoral responsibility for the stage.

Behaviour cards should be taken home each day for parents to view and sign and be returned the following day.

The use of behaviour card should be reviewed after two weeks and at the end of every week after. When children are taken off a behaviour card the parent or carer should be informed. Completed behaviour cards should be kept in the class discipline folder.

Pastoral Notes

A short pastoral note should be made by the class teacher if they meet a parent regarding a child's behaviour or if a child is placed on or removed from a behaviour card.

The above guidance is provided to support staff and ensure fairness and consistency across the school in accordance with our Rights Respecting Schools approach. It is recognised that the above guidance does not cover every circumstance and eventuality. Staff can exercise their professional judgement when promoting positive discipline although it is recommended that the member of the SMT with pastoral care for the child is informed of decisions taken outwith this guidance.

Renfrewshire Council Children's Services

Anti-Bullying Policy

Publication Date: August 2018
Responsible Officer: Chief Education Officer
Review Due: August 2021

1. Policy Statement

- 1.1 This policy sets out the approach to be taken in all Renfrewshire Council education establishments in relation to bullying behaviour and supporting the development of respectful relationships. It applies to all early years' centres, schools and community learning and development provided by Renfrewshire Council. It is the expectation of Renfrewshire Council that private and voluntary sector providers working with us in partnership will uphold the spirit of the policy. This will be communicated as part of any procurement or partnership process.
- 1.2 This policy has been developed to take account of the national guidance on anti-bullying, 'Respect for All – The national approach to anti-bullying for Scotland's children and young people' and builds on the previous policy on anti-bullying which was developed in 2015.
- 1.3 Children have the right to be safe. Bullying impacts on this right and can affect their right to an education.
- 1.4 Our aim is to create environments where bullying cannot thrive. In line with the guidance set out in 'Respect for All', and in order to ensure local ownership of anti-bullying, each establishment is required to develop its own local anti-bullying policy that reflects the Renfrewshire Council Policy as well as the consultation they have carried out with pupils, parents and staff.
- 1.5 Within six months of the launch of Renfrewshire Council's Anti-Bullying Policy, each establishment should have a copy of both Renfrewshire Council's Anti-Bullying Policy and their own local policy available for all staff, parents and carers, and pupils. Copies of these local policies should be provided to the Assistant Director (Education).
- 1.6 Establishment policies should reference the work done to consult with parents, and carers as well as pupils and staff locally. They must reference the local authority policy and lay out what that establishment does to create environments where bullying cannot thrive, including any activities that are specific to that establishment and the pupils who attend.
- 1.7 Establishment policies need not be as detailed as the local authority one, but must be linked to on school websites and within their policy document. A supporting resource from respectme can be found here - <http://respectme.org.uk/wp-content/uploads/2017/11/Policy-thought-to-Practice-2017.pdf>

- 1.8 In the development of this policy, schools obtained feedback from pupils on their experiences and views on bullying in both May and June 2018 and as part of the All Children Study of Wellbeing, undertaken at the end of 2016 across Renfrewshire. The views of parent council chairs, as representatives of their school's parent body, were sought, and a focus group of senior school staff was also held to ensure that the establishment perspective is represented in this policy.
- 1.9 Pupils told us they want to feel safe and have their concerns taken seriously and parents told us they wanted to be included in discussions about bullying. A respect and acknowledgment of this is woven throughout this policy.
- 1.10 Children's services have a well-established and positive partnership with respectme, Scotland's Anti-Bullying Service, dating back to 2009, and that organisation supported the council with the development of the 2015 policy and provided feedback on this revised policy.

2. Principles

- 2.1 Renfrewshire Council believes that a safe, nurturing and respectful learning environment is fundamental in supporting every child to thrive and achieve. The Council recognises the impact that bullying behaviour can have on wellbeing and is committed to preventing, reducing and responding to bullying behaviour in all forms in our establishments.
- 2.2 Renfrewshire Council will promote a culture of positive behaviour and respectful relationships in its establishments.
- 2.3 Children and young people should be encouraged to report incidences of bullying behaviour or suspected bullying behaviour. Every learning establishment must offer a range of friendly, safe and confidential ways for children and young people to raise concerns about themselves or others. This reflects the views and experiences expressed by pupils in the development of this policy.
- 2.4 Renfrewshire Council recognises that bullying behaviour is not limited to the school environment and responding to it effectively needs strong partnership working – between the establishment, pupils, parents and communities.

3. Legislative and Policy framework

- 3.1 The legislative and policy framework in which this policy has been developed includes:
- Getting It Right for Every Child (GIRFEC, updated 2012);
 - Curriculum for Excellence, in particular, the Health and Wellbeing Framework, (Scottish Government, 2004);
 - The Equality Act, 2010;

- The Children and Young People Act, 2014;
- Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009;
- The United Nations Convention on the Rights of the Child (UNCRC), 1989;
- The Human Rights Act, 1998;
- The Standards in Scotland's Schools etc. (Scotland) Act, 2000;
- Corporate Parenting Policy (Renfrewshire Council 2009);
- Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology in Schools (Scottish Government, 2013);
- The National Improvement Framework for Education; and
- 'Respect for all – the national approach to anti-bullying behaviour for Scotland's children and young people' (source/date)

4. Definitions

- 4.1 Renfrewshire Council has adopted the definition of bullying used in 'Respect for All':

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.

- 4.2 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:

- 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 or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives (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).

- 4.3 Bullying can happen face to face and online. Renfrewshire Council will address online bullying effectively when we address it as part of our whole anti-bullying approach, not as a separate kind of bullying. This is about where bullying happens, not what happens.

4.4 Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. 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 child or young person's identity or circumstance. These differences include, but are not limited to, the protected characteristics covered by the Equalities Act 2010:

- Age;
- Disability;
- Gender reassignment;
- Pregnancy and maternity;
- Race;
- Religion and belief;
- Gender; and
- Sexual orientation;
- Marriage and Civil Partnership

4.5 In line with the Equalities and Human Rights Commission's technical guidance for schools in Scotland, 'Age, and Marriage and Civil Partnership are not protected characteristics for the schools provisions. We recognise, however, that children may still experience prejudice related to these characteristics.

4.6 Prejudice-based bullying behaviour is not restricted to these categories. It may also result from perceptions about a child or young person for other reasons, such as their socio-economic background, being looked-after, being a young carer, being an asylum seeker or refugee, body image or other family circumstances. Appendix A provides a more detailed summary of prejudice-based bullying.

4.7 In line with 'Respect for All', Renfrewshire council acknowledges that not all disagreements between children and young people are necessarily bullying in nature and establishments should consider the definition set out in this policy when investigating and resolving allegations of bullying behaviour. There is no legal definition of bullying in Scotland and, as such, bullying is not a crime. Some behaviour which may be treated as bullying may actually be criminal in nature. Threatening someone to do something sexual is not bullying - it is sexually aggressive behaviour and a form of gender-based violence. Bullying can be motivated by prejudice as can crime. A hate crime is when a crime has taken place, such as assault, graffiti or a breach of the peace that has been motivated by prejudice.

- 4.8 Renfrewshire Council recognises that all children and young people have the right to be safe and bullying is breach of their Rights. Children and young people have the right to have their views taken into account and to enjoy all of the protection and expectations outlined in the United Nations Convention on the Rights of the Child (1989).
- 4.9 Pupils stated that they value clarity on what is bullying and what is not. Pupils who took part on the consultation agreed with the definition and this should be in all local policies.

5. Renfrewshire Council's approach to bullying behaviour

- 5.1 Renfrewshire Council expects all educational establishments to create environments where bullying cannot thrive. Renfrewshire Council aims to foster a culture and ethos of respect and responsibility, in an environment where all adults, children and young people are able to play an active part in preventing and responding to bullying behaviour.
- 5.2 Environments where bullying cannot thrive are ones where pupils and the community play a part in school life. Children's rights are promoted and respected. Diversity is celebrated and there is a shared understanding of what behaviour is acceptable and what is not. Pupils expressed a clear desire to be listened to and to be involved in how schools respond to and prevent bullying. This is a core part of creating environments where bullying cannot thrive.
- 5.3 Leadership is a vital component of success. How an establishment responds to bullying is reflective of the culture and ethos in the school. This is set by those who lead through role modelling and setting an example in their establishment.
- 5.4 'Respect for All' provides guidance for local authorities, schools, third sector organisations, parents, and children and young people both in terms of what they should expect from others but also what is expected of them. It can be found here - <http://www.gov.scot/Publications/2017/11/6766>
- 5.5 Schools and organisations can also access 'Policy into Practice', a helpful workbook to guide them through the process of revising their policy at www.respectme.org.uk
- 5.6 Anti-bullying training is provided to our staff in partnership with *respectme*. It is available throughout the year and can be accessed through the service's Continuous Professional Development (CPD) catalogue. *respectme* also offers training and resources to parents and carers.

6. Roles and responsibilities

- 6.1 The senior manager in each education establishment (head teacher, head of centre or equivalent) has overall responsibility for preventing and responding to bullying behaviour and promoting respectful relationships within their establishment. They can do this by:
- promoting and role-modelling an environment where bullying cannot thrive. To develop a culture of positive behaviour and respectful relationships within their establishment;
 - ensuring that their establishment has its own anti-bullying policy in line with the timescales set out in this Policy, reviewed every 3 years, which reflects the Council's policy and the requirements set out in national guidance;
 - ensuring all staff within their establishment have a clear understanding of the policy on anti-bullying and their roles and responsibilities in relation to this;
 - identifying a lead for anti-bullying within their establishment;
 - ensuring that all children and young people within their establishment know how to report any concerns about bullying behaviour;
 - ensuring that staff adhere to all procedures for reporting, recording and responding to incidents of bullying behaviour;
 - monitoring information on incidents of bullying behaviour and taking appropriate action where required; and
 - ensuring staff are able to take up appropriate professional learning opportunities in relation to anti-bullying.
- 6.2 All staff must be aware of, and adhere to, the school and Council's policy and procedures in relation to bullying. All staff in each establishment are responsible for:
- contributing to a culture of positive behaviour and respectful relationships;
 - being aware of, and adhering to, the Council's and the establishment's anti-bullying policy;
 - ensuring that children and young people know how to recognise and report an incident of bullying behaviour and are comfortable with the means of doing so;
 - being aware of their responsibility to prevent and respond to prejudice-based bullying behaviour;
 - ensuring that they are aware of, and are adhering to, the procedures for monitoring and recording alleged incidents of bullying behaviour;
 - actively contribute to the development, delivery, and review of anti-bullying behaviour strategies within the learning environment; and
 - acting as a positive role model in establishing respectful relationships.

- 6.3 Establishments should ensure their anti-bullying policy also sets out expectations of behaviour for pupils and parents in reporting and resolving matters relating to bullying behaviour.

7. Support for Children and Young People

- 7.1 Support for children and young people affected by bullying behaviour is essential, both immediately following the incident, and, during an agreed period of review. This includes support for those children and young people who have exhibited bullying behaviour. Peer support, staff support, parental support and partner agency support can all play a vital role in ensuring there is little or no long-term effect on someone who has been subjected to bullying behaviour.

During the pupil consultation, most pupils stated that they value the relationships they have with adults and the care and support they offer, most feel safe at school and enjoy opportunities to be involved. Staff should continue to use their skills at building safe and meaningful relationships with pupils.

- 7.2 When responding to bullying or suspected bullying, staff should ask themselves the following questions:

- What was the behaviour?
- What impact did it have?
- What does this child want me to do?
- What do I need to do about it?
- Is there any evidence of prejudice behaviour or attitudes?

- 7.2 Remembering that bullying is both behaviour and impact, Renfrewshire Council staff are expected to address both behaviour and impact. Sometimes Renfrewshire Council staff may need to deal with behaviour such as prejudice-based language and threats that may appear to have little or no impact. The use of prejudice or derogatory language is never acceptable in Renfrewshire Council's establishments regardless of intent or impact and should always be challenged.

- 7.3 Approaches which schools may adopt to prevent and reduce incidences of bullying behaviour and promote respectful relationships include:

- making links between discussion and policies on children's rights, diversity, equality and positive behaviour and bullying to help ensure a whole school approach to relationships and behaviour.
- themed assemblies and guest speakers;
- curricular activity;
- playground initiatives;

- pupil-led programmes and activities;
- mentoring and/or buddy systems;
- health and wellbeing activities;
- regular discussions with pupil and parent councils;
- wider engagement with parents about particular issues (e.g. online behaviour);
- mediation; and
- actively promoting positive respectful relationships through establishment values rather than focusing on bullying behaviour.

Pupils stated that they value the opportunity to be involved in and lead on initiatives in schools and establishments. This can include senior pupils talking to younger pupils and delivering scenario-based training to staff where appropriate.

- 7.4 As bullying behaviour also occurs outside of the school day and often through social media, there should be greater emphasis on the need for pupils, parents, and communities to be aware of the signs of bullying behaviour. The head teacher/head of establishment should seek to raise awareness of the school's policy through its pupil and parent councils. Bullying that takes place outside of school that has an impact on a child or young person must still be taken seriously. When schools are made aware of such incidents, staff will work in partnership with their communities to address these issues.
- 7.5 Labelling children and young people as 'bullies' or 'victims' can be disempowering and unhelpful in changing their behaviour or supporting their recovery from being bullied. Labelling an action as bullying is a more effective way of motivating a child to change their bullying behaviour. Adults dealing with bullying behaviours are expected to be able to distinguish between a person and their behaviour.
- 7.6 Any bullying behaviour must be challenged; however, all people (including those who are bullying) should always be treated with respect. Not labelling children does not diminish the seriousness nor impact of bullying behaviour; rather, it is an essential way of maintaining the adult's focus and response on the problematic behaviour.
- 7.7 This is a solution-oriented approach that is designed to help people change the way they behave without being stigmatised. Rather than labelling them, staff and volunteers can help children and young people change by telling them that the behaviour is bullying and that what they did is not acceptable.
- 7.8 Renfrewshire Council is committed to ensuring children and young people have a voice in the development of anti-bullying policy and practice in their local authority and in their school. Schools should reflect this in their local policies.

- 7.9 Pupils told us that they think it is important to tell pupils in all schools and establishments that it is okay not to be friends with everyone, but you do not have to be mean to people that you are not friends with. Adults should consider how to discuss this locally and use it as a principle to underpin discussions on relationships.
- 7.10 A majority of pupils told us they would like better supervision in the playground. All school should consider their approach to levels of supervision and how they respond to behaviour and concerns in the playground. Initiatives that involve children in the playground are valued. Some expressed that adults telling them to 'ignore bullying' was not helpful advice.
- 7.11 Pupils also shared that they sometimes feel that concern or worry from adults feels the same as anger or disappointment. Adults should be mindful of this and seek to clearly express how they feel with children and young people directly. If they are concerned or worried, to be explicit about this.

8. Working with Parents and Carers as partners

- 8.1 It is vital that when devising a local policy all establishments involve parents in the development of any policy. All establishments must ensure they have processes in place to engage with parents and carers and foster an approach that promotes partnership and shared responsibility. The development of school policy on bullying should include consultation with parents/carers.
- 8.2 Establishments should ensure that copies of both the local and the authority-wide bullying policy are easily accessible to pupils, parents and carers, and staff. Both policies should be available on the establishment's website and hard copies available on request. Consultation has indicated that school websites and social media are valued as a means of communication with parents and schools should reflect that.
- 8.2 Staff should use their professional judgement to determine at which stage parents/carers should be involved when there are bullying concerns. Renfrewshire Council expects its staff to consider the wishes of a young person in relation to sharing concerns about bullying with parents. Staff should act in the spirit of GIRFEC and consider the best interest of a child. If a child or young person indicates that telling a parent could cause harm or distress, this needs to be considered. Their right to privacy is not an absolute right, and where there is a child protection concern, local procedures must be followed. Local policies should reflect a partnership between schools and parents/carers in tackling bullying.

9. Reporting, recording, and responding to concerns

- 9.1 Educational establishments will provide a number of ways in which alleged incidents of bullying behaviour can be reported by children and young people.

Each establishment will ensure children, young people and parents are aware of how concerns can be raised.

- 9.2 Establishments should consider ways to promote discreet or anonymous reporting mechanisms for pupils.
- 9.3 Parents and carers should be informed of how they can raise concerns formally and informally. Reports of alleged bullying made by parents/carers/others will be treated as bullying incidents and schools will aim to complete an investigation and implement any remedial action within 3 working days and communicate the outcome to affected children, young people and their parents. Investigations into alleged incidents of bullying behaviour should begin, in the establishment, on the day the incident is reported. If the incident occurs at the end of the school day or outwith school hours, the investigation should commence at the start of the following school day. If a parent/carer is not satisfied with the way in which the establishment has handled an incident of alleged bullying, they should be referred to Renfrewshire Council's complaints procedure.
- 9.4 Each incident of bullying which takes place in a school will be recorded in the Bullying & Equalities module within SEEMIS Click & Go, which is the main information system used to hold pupil information in Scottish schools. The Scottish Government Guidance on 'Recording and Monitoring of Bullying Incidents in Schools' can be accessed here - <https://beta.gov.scot/publications/supplementary-guidance-recording-monitoring-bullying-incidents-schools/>
- 9.5 When recording bullying incidents, the following information must be included:
- The children and young people involved as well as other adults
 - The type of bullying experienced – name calling, threats or rumours etc.
 - Any underlying prejudice including details of any protected characteristics
 - The impact of the bullying incident, including consideration of personal or additional support needs and wellbeing concerns and
 - Actions taken including resolution at an individual or organisational level.
- 9.6 This section of the policy is concerned with the processes to be followed in relation to bullying, typically after adults have responded to what happened and the impact it had. Renfrewshire Council's practice and approach to bullying is detailed in the earlier sections of this policy and this should be reflected in any subsequent recording. All Renfrewshire Council staff are directed to the content of Sections 5, 6, 7 and 8 of this policy on how to approach and respond to concerns about bullying.
- 9.7 Renfrewshire Council staff should use their professional judgement when deciding when to record on the SEEMIS module. In line with the national guidance and this policy, not all disagreements between children and young people are necessarily bullying and staff should consider the behaviour and

the impact before deciding if it is bullying and should be recorded. The purpose of recording is for schools to learn about what kind of bullying is happening in their school and to identify if there are trends or issues that require addressing, based on what the recording tells them. It should be seen as an improvement tool.

- 9.8 All data recording, monitoring and reporting will be undertaken in line with current data protection legislation.
- 9.9 Recording and monitoring the number and nature of incidents of bullying behaviour ensures that appropriate responses can be made and supports the identification of trends and opportunities for early intervention.
- 9.10 Information on incidents of bullying behaviour is used for management information purposes and will be monitored by senior managers within each establishment. It may also be discussed as part of the Council's quality improvement framework for establishments.
- 9.11 The monitoring of incidents of bullying behaviour will include monitoring of incidents relating to the protected characteristics set out in the Equality Act 2010.
- 9.12 Incidents that happen away from school can still impact on the health and wellbeing of children and young people and they will require help and support at these times. Schools may also choose to record incidents (in line with this guidance) that they have been made aware of that are affecting a pupil or pupils.

10. Policy review and development

- 10.1 This policy was developed in line with the revised guidance published by the Scottish Government in November 2017.
- 10.2 This policy will be reviewed no more than 3 years after its implementation date and thereafter at intervals of no more than 3 years. This is in line with national guidance.
- 10.3 The Chief Education Officer is responsible for ensuring that the policy is reviewed every three years or when there has been a significant change to national policy.
- 10.4 Renfrewshire Council will consult with relevant stakeholders as part of the regular policy review.