



# Barsail Primary School

## Anti-Bullying Policy

### Draft



This policy has been written following consultation with all stakeholders; - pupils (pupil voice and group discussion questionnaire in House Groups), parents (online survey and parental workshop) and staff (professional dialogue).

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, cannot thrive.

It is the responsibility of all pupils, staff and parents/carers to ensure that all members of the school community feel safe and valued and are able to build strong positive relationships which celebrate equality, equity and which encourages Respect for All.

Renfrewshire Council's Policy can be found here and should be read in conjunction with Barsail's Policy.

[http://www.renfrewshire.gov.uk/media/2043/Anti-Bullying-Policy/pdf/Anti\\_Bullying\\_Policy2.pdf?m=1535032176043](http://www.renfrewshire.gov.uk/media/2043/Anti-Bullying-Policy/pdf/Anti_Bullying_Policy2.pdf?m=1535032176043)

### What is Bullying?

We recognise that bullying has a different kind of impact from other behaviour, which affects how children see themselves and the choices they can make. Barsail Primary School adopts the following definition of 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 can happen face to face and online (Respect Me, 2015).*

Barsail's pupils and parents/carers were consulted on a definition of bullying and see it as behaviour that can harm people physically or emotionally. 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.

Prejudiced-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. Prejudice-based language and behaviour will always be challenged at Barsail.

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; 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
- Sexuality

### Children's Rights

Children have the right to be safe. Children's Rights sit within a document called the United Nations Convention on the Rights of the Child-UNCRC. The UNCRC has 54 articles that cover all aspects of a child's life and sets out rights that all children are entitled to. This included the right to be safe, the right to an education and to have views taken into account.

Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. We will make sure that our anti-bullying work at Barsail is informed by the UNCRC and that our staff and pupils are aware of Children's Rights.

## Creating an Environment where Bullying cannot Thrive

### School Vision

By working together as a strong partnership, we will achieve the Barsail Primary School vision that all children **Aim High, Dream Big and Achieve More.**

Barsail prides itself in providing a safe, nurturing and caring environment in which all pupils are supported to reach their potential, developing their confidence and skills to meet the challenges of the future.

### School Values

At Barsail, we have high expectations for all pupils; we expect children to be Barsail Standard by demonstrating our Barsail **HEARTS** Values.

We want all of the Barsail family to hold these **VALUES** in their **HEARTS**:

Honesty  
Empathy  
Ambition  
Respect  
Teamwork  
Success



The children not only know the school values but are encouraged to show them in their everyday actions. It is important that our pupils are able to discuss how they feel and develop resilience to manage relationships. We know pupils will fall out and disagree with each other as they form and build these relationships. This is a normal part of growing up and most young people have the ability to 'bounce back' from this type of behaviour. However some pupils will need support and guidance to develop their own problem-solving skills when faced with adversity. Early intervention and prevention through education and modelling positive behaviour and relationships are key elements to ensuring we get it right for all members of our school community. It is important to share the message with children that it is okay not to be friends with everyone but that there is an expectation that we treat everyone with respect.

Providing our children with progressive experiences to learn about emotions and how to manage these positively, including developing self-esteem and resilience, is a key aspect of our work in developing confident individuals who are 'emotionally literate'.

Our relationship policy promotes positive relationships amongst peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. It guides teachers, pupils and parents on a restorative and relationship-focussed approach to behaviour management. We strive to develop positive and trusting relationships with our pupils so that they are supported to communicate their feelings, ask for help when needed and report concerns or issues, which enable us to respond and support children and families and resolve issues as timely as possible. We have high expectations of conduct from all members of our school community.

At Barsail our vision is to create an environment where bullying behaviour cannot thrive.

- We endeavour to do this through a sound Health and Wellbeing education programme.
- With our relationships policy we keep our focus firmly on excellent behaviour and a visible culture of impeccable conduct. We have high expectations for all pupils; we expect children to be Barsail Standard by demonstrating our Barsail **HEARTS** Values. This is recognised through weekly Values Certificates at assembly, positive notes home, regular house points, positive reinforcement strategies and end of year awards.

- The school promotes the UNCRC through weekly assemblies, an annual focus day and with the formation of a Rights Respecting Heroes pupil voice group.
- We have regular House group sessions where children across stages build effective relationships and gives pupils the opportunity to have their say and to influence the life of the school.
- We are part of Renfrewshire Nurturing Relationships Approach (RNRA).
- Staff are trained in co-regulation and de-escalation and encourage pupils to self-regulate with taught strategies.
- Consultation with parents, carers, pupils and staff on this new policy.
- Use of PATHS (Promoting Alternative THinking Strategies) throughout the school.
- P7 Big Buddies who are paired with P1 pupils and P6 pupils who adopt the role of Barsail Nursery Buddies within the local nursery. These allow effective relationships to be built with younger and senior pupils.
- P6 and P7 pupils monitor and support younger pupils within the playground.
- Staff and pupils are aware of the wellbeing indicators- SMT complete a wellbeing matrix during pupil dialogue each term.
- Classes create a class charter at the start of each session.
- Internet safety CEOPS programme for upper school and sessions on internet safety for middle and lower school. The teachers encourage the use of Kiddle as a search engine for the children in school.
- The school website has a link to the National Online Safety platform, which offers up to date advice on appropriate use media and apps.
- We will implement highly effective and consistent practices to address and prevent bullying behaviour across all contexts of our school.
- We will address and challenge all aspects of prejudice and discrimination to ensure that all types of prejudice-based bullying are managed equally.
- Regular Anti-Bullying sessions through assemblies with annual Anti-Bullying focus week.
- We will implement consistent methods for allowing children to report bullying concerns and re-establish a Worry Box.

## **Responding to Bullying**

It is the responsibility of all members of our school community to demonstrate Respect for All at all times. If a pupil is concerned about bullying, they can approach their teacher or any member of staff they feel comfortable talking to. They can tell a parent, carer or someone they trust who can share this with the school.

We know that bullying is made up of both behaviour and impact. When investigating and responding to concerns about bullying, we will always look at both behaviour and impact.

Staff at Barsail will always ask-

**What was the behaviour?**

**What impact did it have?**

**What would you like me to do about it?**

We will always ask children who experience bullying behaviour what they would like us to do to ensure they can influence the direction we take to support them and their families.

We know that sometimes hurtful behaviour or words can have no impact. At Barsail, unkind behaviour, harmful or prejudice-based language will be challenged, no matter what impact it has.

Through discussion, pupils told us that sometimes a person can feel bullied, but they have not been. At times children can overreact to low-level behaviour. We will deal with how a child feels regardless of the behaviour.

Our approach in Barsail is to explore behaviour and impact and respond appropriately to both. Pupils react differently to situations they have been involved in. Some children may prefer to talk about how they feel, some may draw, and others may wish to use drama or PATHS as a medium. Through exploration we will find solutions and help our children regain a sense of control and influence over how they feel.

What can pupils expect from Barsail?

- To be treated fairly.
- To be safe and encouraged to be themselves.
- To be listened to and asked about what is happening to them.
- That bullying will never be ignored.
- To be supported and helped. We will always address the impact of bullying and support children and their families to feel safe. If a child experiences bullying behaviour, support will be given to help regain their self-control.

Children who have bullied others can expect:-

- Barsail is a Nurturing school, we understand that all behaviour is communication. We need to ensure all children recognise the impact of their actions on others. This may include taking steps to repair a relationship or having a restorative conversation. Restorative meetings and/or conversations aim to help the child realise how their behaviour affects others, teach what appropriate behaviour looks like and equip them with tools they can use to avoid a similar incident occurring in the future.
- Barsail parents and carers told us that bullying behaviour was an important issue and should be dealt with fairly and consistently, but recognised that exclusion is not always the answer.
- Parents and carers also felt that management team intervention, time out of class for self-reflection, reduced time in the playground, friendship group work and restorative conversations were also beneficial strategies that could be used, however partnership with home and school is essential. Consequences and actions for displaying bullying behaviour will vary depending on each situation.
- We will not label children wherever possible- we will instead focus on describing the type of behaviour and teach empathy, respect and compassion for others. Assistance will be given to self-regulate emotions and support the individual to recognise situations which escalate inappropriate responses or actions.

### **Pupil Feedback**

Our pupils told us that they feel teachers respond positively to bullying behaviour most of the time, and that they feel safe, but they would like more staff in the playground. They said that they want bullying behaviour to stop. As a school the children feel that we help them make friends again, use PATHS to help sort out their problem and listen to issues as they happen. The bullying behaviour they witness or experience the most is name calling, rumours being spread about them or being left out, but sometimes it can be physical. The bullying behaviour made them feel sad, anxious, alone, embarrassed and disrespected.

The children feel that parents should be involved in the solution and should be made aware of actions within the school. They said that they would like parents to recognise that their children are not always right, that there are many sides to a story and listening to all sides is essential before a conclusion can be made.

As a school we will continue working with the children to reinforce the impact that certain behaviour is having on pupils' self-esteem and develop a better understanding of our value of empathy. We will continue to work with the children to establish what actions are deemed as bullying behaviour and the impact that behaviour is having on others.

## **What can our Parents and Carers expect?**

As part of this policy development process, we asked parents and carers their opinion on creating an environment in which bullying behaviour cannot thrive and they told us that partnership with the school is vital. Most parents and carers told us that communicating with their children was a key role that they can play in preventing and responding to bullying behaviour.

The majority of parents and carers who completed the questionnaire indicated that they are confident the school will deal with bullying behaviour early and effectively. They said that the promotion of the Barsail values and expectation of good behaviour helps. Parents and carers can continue to expect an open and ongoing partnership with the school.

Parents will be informed when there are concerns about bullying behaviour. The school will investigate first and make a judgement on the impact before contacting the parents and carers.

We asked our pupils what parents should know about responding to bullying behaviour and they said they mostly wanted them to listen. The pupils know it is an emotional issue and it can make all concerned upset. However they stated that they do not want parents and carers to overreact and listen to them first.

As a result of this clear feedback from pupils, we ask all adults, school staff and parents and carers, to be mindful of how they respond, the children want to feel listened to, included and safe.

Bullying behaviour can also happen online. We strongly encourage parents and carers to monitor their child's use of technology and ask them to challenge any negative usage. We have parent's guides on the safe use of technology on the Barsail website. It is essential that all social media accounts are private and have appropriate age restrictions in place.

## **Monitoring and Recording Bullying**

In line with Renfrewshire Council guidelines, all incidents identified as bullying will be recorded on our Education Management Information System (SEEMIS), within the Bullying and 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 related 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 of 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.

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 protected characteristics
- The impact of the bullying incident, including consideration of personal or additional support needs and wellbeing concerns
- Actions taken including resolution at an individual or organisational level.

## **Training**

All staff at Barsail have had training on this approach to anti-bullying and this will work alongside our relationships policy.

## **Review**

The Barsail Anti-Bullying policy will be reviewed every three years in line with the National Guidance.

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