

# **Bishopton Primary School Anti-Bullying Policy**



**January 2019**

In line with Renfrewshire Council's Anti-Bullying Policy our aim is to create an environment where bullying cannot thrive, we support their aim to promote a culture of positive behaviour and respectful relationships in our school.

Renfrewshire Council's Policy can be found here and should be read in conjunction with this 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)

If anyone ask to see the school's policy, we should offer them both the Renfrewshire Council Policy and the Bishopton Primary one.

### **What is bullying?**

We recognise that bullying has a different kind of impact from other behaviour, it affects how children see themselves and the choices they can make. Children who are bullied feel unsafe and other people affect the things they feel they can do. At Bishopton Primary School we define bullying as

*Bullying is both behaviour and impact: the impact is on a person's ability to feel in control of themselves. It is unkind behaviour that make people feel hurt, threatened, frightened and left out.*

Pupils at Bishopton have explored this definition and agree that it is what we should use it here. Our parents and carers who attended consultation sessions were very happy for this definition to be used and the approach that it leads to.

Bullying 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 happens face to face and online.

This behaviour can reflect prejudice and we will always address prejudice-based language and behaviour in line with the expectations set out in Renfrewshire Council's Anti-Bullying Policy.

### **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 everywhere are entitled to. This includes the right to be safe, the right to an education and to have your 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 Bishopton is informed by the UNCRC and that our staff and pupils are aware of Children's Rights.

### **Creating an environment where bullying cannot thrive**

Our aim to create a school where bullying does not thrive, we do this through partnership with parents, through listening to and empowering our pupils and supporting and developing our staff. We are proactive and the health and wellbeing of our pupils is a focus daily in the school. We do this work as well as have a range of ways to respond to bullying when it does happen that reflects our ethos and values as a school and promote kindness.

Our Vision at Bishopton Primary School is ***Building & Promoting Success***

We all share the following values -

***FAIRNESS- everybody getting what they need in order to be successful***

***INCLUSION- opportunity for all***

***HONESTY- be truthful to yourself and others***

***CHALLENGE- high expectation for all***

***GLOBAL CITIZENS- creating a sustainable future***

We aim to demonstrate these values as we -

- Enable everyone to achieve by providing high quality teaching and learning experiences that take account of individual need
- Promote a safe, welcoming, nurturing ethos of equality, fairness, respect, equity and excellence that represents and values all members of the school community
- Provide leadership opportunities at all levels that allows everyone to develop skills for learning, life and work
- Provide a stimulating curriculum that is consistent with Local and National guidelines; is broad, balanced, coherent, challenging and progressive
- Our values at Bishopton Primary underpin all the work we do here including anti-bullying

We also have -

- PATHS – we are a PATHS School in partnership with Barnardo’s Scotland
- The Nurture Room ...
- We are part of the Renfrewshire Nurturing Relationships Approach
- Themed assemblies
- Staff training on anti-bullying and managing behaviour
- Consulted parents, carers, grandparents and pupils on this new policy.
- A commitment to address and challenge all aspects of prejudice and discrimination to ensure that all types of prejudice-based bullying are managed equally (including bullying based on the protected characteristics as outlined in the Equality Act 2010)
- Teacher/pupil mentoring
- Work with Home-Link for parents and pupils
- Lunch Club
- Daily soft start
- Lego nurture
- PATHS pals
- Calm boxes
- Worry boxes in classrooms
- P1 and P7 buddies
- Calm/chill out area in some classrooms
- PATHS puppets or class mascots used to comfort pupils

## **Responding to Bullying**

If a pupil is concerned about bullying, they can approach their teacher and share this. If they are not confident to talk to their teacher, they can approach any teacher or member of staff they feel comfortable talking to. They can tell a parent, grandparent or carer who can share this with the school. Parents and carers can phone the school when they are concerned or approach a teacher.

Children should also be signposted to Childline (0800 1111) as they may value the chance to chat to someone who does not know them as a way of coping.

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 Bishopton Primary School will always ask –

**What was the behaviour?**

**What impact did it have?**

**What do I need to do about it?**

We will always ask children who are being bullied what they would like us to do as well and 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 Bishopton Primary, unkind behaviour, harmful or prejudiced-based language will always be challenged no matter what impact it has.

Our pupils also told us that sometimes a person can feel bullied, but they have not been, sometimes children can over react to low level behaviour. We will always deal with how a child feels regardless of the behaviour in the same way we will deal with behaviour that has no impact.

Our approach at Bishopton is to explore behaviour and impact, and to respond appropriately to both.

Pupils value choice when responding to bullying. It is our role as adults to explore their options and choices and to find a route that works for them. Some children will prefer to talk about how they feel, some may draw or explore it in other ways, some cope through art, drama and sports.

Some will cope better than others with behaviour and may be able to use verbal skills more than others. It is through exploring what they feel works for them that we find solutions and help children regain a sense of control and influence over how they feel. Our pupil feedback told us that some older pupils especially, do not always want to talk about it at first.

Our pupils are supported to develop respectful, responsible and confident relationships with other young people and adults.

### **What can Pupils expect at Bishopton Primary School?**

**Pupils can expect -**

- To be treated fairly
- To be safe and to be themselves
- To be listened to and involved and asked about what is happening to them

- That bullying will never be ignored or rewarded
- Children who are bullied will not be kept in at break or have reduced access to the playground.
- To be supported and helped when bullied, we will always address the impact of bullying and support children and their families to feel safe and that children who are bullied are helped to feel like themselves again.
- We will monitor this in an ongoing basis and recognise the impact of bullying can continue after incidents have been resolved.

#### **Children who have bullied others can expect -**

- That there are consequences for bullying other pupils. These will vary in severity depending on each situation and how well they have responded to initial responses.
- That as a Nurturing School, we understand that all behaviour is communication. We need to help children and young people who are bullying by providing clear expectations about behaviour as well as providing a range of ways to respond. This can 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.
- In line with the feedback form parents and carers we recognise that those who are bullying should get support from both parents and the school and that bullying should be dealt with fairly and consistently. Our parents and carers told us that bullying was a very serious issue but recognised that exclusion is not always the answer, and many felt it was only ever appropriate as a 'last resort'.
- We will not label children wherever possible – we shall instead focus on labelling the behaviour and helping them change that.
- Children who are bullying may also get reduced time in the playground and increased supervision.

#### **Pupils' feedback**

Our pupils told us that they felt teachers help them to feel safe and help them deal with things. Many did also say that they would like more staff in the playground. They said that they want bullying to stop, most of them say this. We recognise that this is a clear message for adults to focus on stopping behaviour first and foremost. Pupils did also state that they feel some pupils get a lot of 'warnings' rather than punishments. They asked that pupils are not simply 'told' not to bully but might need to be separated.

Pupils told us they know they can tell a teacher or a parent, but they sometimes worry about getting into trouble themselves or 'making it worse'. Many stated that despite being given information, it is 'hard to tell' when you're being bullied.

All pupils reflected an understanding of bullying but some of them don't see certain behaviour as bullying. Some felt bullying is only physical and only happens when people argue, but this changes as they get older where they feel verbal bullying is more frequent. They also feel that boys are mostly physical, and girls use words more.

As a result of this feedback

- We will let our pupils know that it is okay to tell us when they are worried, and we will deal with it sensitively. We shall develop and offer different ways to share concerns in person and in writing.

- We will ensure that behaviour stops as quickly as possible.
- We will as a school, not seek to reinforce the belief that boys behave one way and girls another as these beliefs impact on what boys and girls see as bullying.

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

As part of this policy development process we spoke to parents and carers and they told us that partnership with the school was vital. When asked about the role they can play, most parents and carers told us that 'talking with their children' was a key role they can play in preventing and responding to bullying.

The majority of our parents and carers indicated that are confident the school will deal with bullying effectively.

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

We asked our pupils about what advice and guidance we should give to parents and carers on responding to bullying. The pupils told us that this was an emotional issue and that it can make parents and carers upset and angry. They stated consistently across the school that they would like parents and not to over react and to listen resist the temptation to 'run into school' and that they should 'say calm' and 'tell the Head Teacher'.

As a result of the consultation parents and carers can expect -

- Open and ongoing partnership with the school.
- To be included and informed when there are concerns about bullying
- As a result of the clear feedback form pupils, we ask all adults - school staff and parents and carers, to be mindful of how their response can help a child feel listened to, included and safe.
- Guidance and support on dealing with bullying both of your child is being bullied or is bullying.

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 as well as support their child if they are receiving bullying messages by ensuring social media accounts are private and have appropriate age restrictions in place.

### **Monitoring and Recording Bullying**

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.

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.

### **Training**

All staff at Bishopton have had training on this approach to anti-bullying.

### **Review**

This policy will be reviewed in three years in line with Renfrewshire Council's Policy.