



# **Bushes 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 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.

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 parents or carers ask to see the school's anti-bullying policy, we should offer them both the Renfrewshire Council Policy and the Bushes Primary one.

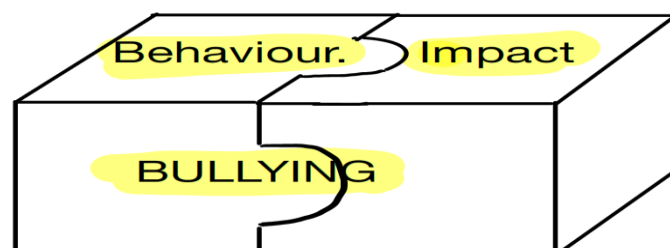
The Head Teacher will have overall responsibility for preventing and responding to bullying behaviour by creating a culture of positive behaviour and respectful relationships as well as ensuring that all staff have a clear understanding of the anti-bullying policy and their roles and responsibility in relation to this. The Depute Head in conjunction with the Head Teacher will ensure that incidents of bullying behaviour are dealt with swiftly and the appropriate actions are taken.

### **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 Bushes 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 behaviours that make people feel hurt, threatened, frightened and left out.*

Pupils at Bushes have explored this definition and agree that it is what we should use it here. Parents and carers were also consulted on this and agree with the definition.



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.

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. Prejudice-based language and behaviour will always be challenged at Bushes. More information on this can be found 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 Bushes 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 vision for Bushes is ***Blossom at Bushes***.

At Bushes Primary School we hope we provide a pleasant and secure learning environment, encourage each of our children to develop their full potential and to respect themselves and others.

#### **Our Values at Bushes Primary and Nursery Class are:**

- **Wisdom**
- **Justice**
- **Compassion**
- **Integrity**

#### **The Aims of Bushes Primary and Nursery Class are:**

- **Be your best**
- **Understand everyone's feelings**
- **Stay happy, safe and healthy**
- **Have fun learning**
- **Encourage teamwork**
- **Save our planet**

#### **There are a number of things we have in place at Bushes that help create the right kind environment for our pupils to blossom– they include;**

- A weekly assembly aimed at promoting the ethos of our school. These are often themed and linked to Children's Rights.
- Our work towards becoming a Rights Respecting School; something we are committed to achieving within the lifetime of this policy.
- Pupil voice is strong within the school through various channels such as the Eco Committee and the Pupil Council.
- Exploration of different beliefs and values through class work on various world religions within Religious and Moral Education lessons.
- Health and Wellbeing lessons are a major part of our curriculum and focus on equipping children to contribute positively to the world around them. Our aim is to guide children as they grow and develop, helping them to have the skills and strategies to manage any situations they find themselves within.

The Head teacher has the lead responsibility to oversee the Health and Wellbeing of all pupils within Bushes Primary School and to create, embody and promote an environment wherein bullying cannot thrive. However, it is the responsibility of **all** staff to contribute towards this and we work together effectively as a team to ensure this occurs. This involves good communication between all staff as well as ensuring that the needs of all children are central to the actions and decisions we make.

We adopt a restorative approach where all children are supported to identify the behaviour that was unacceptable, the impact that it had and how to change behaviours to prevent the incident from reoccurring. Support to do this can be sought from a wide variety of professionals linked to the school including Teachers, Classroom Assistants, Additional Support Needs Assistants, Senior Management Team and Home Link Workers. Working with parents in partnership during this process is essential.

### **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.

At Bushes we have a worry box for pupils to use if they need to share something with an adult in the school. This is checked regularly by SMT who then follow up on any concerns raised by children.

Pupils 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 Bushes Primary School will always ask –

- 1. What was the behaviour?**
- 2. What impact did it have?**
- 3. What do I need to do about it?**

We know that sometimes hurtful behaviour or words can have no impact. At Bushes 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. Bullying happens when hurtful language and behaviour impacts on a person's ability to feel safe and in control of themselves.

Our approach at Bushes 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.

We recognise that children who are bullied need to regain a sense of control over situations and they will always be encouraged to discuss steps they can take and how the adults can help them do this.

In line with the clear message from parents and carers and from pupils, children who bully will be supported to change their behaviour and to understand the impact it has had on others. There will be consequences for bullying, and these will relate to each situation and the age and stage of the pupils involved.

### **What can Pupils expect at Bushes 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
- 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.
- To be asked for their views on things that affect them

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

- That there are consequences for bullying. These will vary in severity depending on each situation and how well they have responded to initial guidance and support from adults.
- If behaviour does not improve their may be further steps taken.
- Clear expectations about behaviour as well as providing a range of ways to help to change behaviour. This can include taking steps to repair a relationship, and where appropriate, supporting to make amends.
- Prejudice-based language and behaviour to always be challenged regardless of impact. You will have the opportunity to learn and to change behaviour.
- We will not label children wherever possible – we shall instead focus on labelling the behaviour and helping them change that.
- Reduced time in the playground and increased supervision.

The feedback from parents and carers told us very clearly that they feel those who are bullying should get support from both parents and the school, 95% of parents and carers surveyed believe this. 92% agreed it is a joint responsibility to teach children about behaviour and relationships.

Our parents and carers also told us that exclusion is not always the answer to bullying. Many told us that it should be dependent how often behaviour is happening and of no one is changing their behaviour then it should be considered. Our parents and carers demonstrated a compassionate and understanding approach to children who bully and as a school and a community, we welcome this and will continue to support this approach. Parents still want bullying addressed quickly and fairly and value ongoing communication.

## **Pupils feedback**

Many of our pupils have taken part in workshops and group discussions as part of this policy development. This was to build their own knowledge about bullying and to ensure the policy reflected their voice. All pupils reflected an understanding that bullying is unkind and should stop but some don't see certain behaviour as bullying. Many feel bullying is only physical and 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.

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?**

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.

As part of this policy development process we spoke to parents and carers and they told us that partnership with the school was important to them and that this is something Bushes does well.

Parents and carers told us that communicating with their children was vital and that their role includes talking to their children about bullying and about how they behave towards others. The school will support parents and carers to do this, this policy details the approach we take as a school and will support parents and carers to do as much as possible.

The vast majority of our parents and carers indicated they are confident the school will deal with bullying effectively. Parents and carers can continue to expect an open and ongoing partnership with the school.

We asked our pupils about what advice and guidance we should give to parents and carers on responding to bullying. The pupils know it is an 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 before they act. Pupils described occasions where they were reluctant to tell a parent or carer because they thought they would be upset and angry or that they would contact the school without discussing this with 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 their response can help a child feel listened to, included and safe.***

The parents and carers of children who are bullying can expect support and guidance from the school and that Bushes Primary School will always seek to work in partnership with families to help change this behaviour. 92% of our parents and carers stated they feel if their child was bullying, they should get support from the school. The school will always offer this.

Our aim is for our children to feel safe and included and to follow our values.

## **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 Bushes 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.