

East Fulton Primary School



Anti-Bullying Policy
March 2024

Our goal is to create a school where bullying cannot thrive. Bullying will never be acceptable at East Fulton.

Bullying infringes on Children's Rights and can have lasting effects if it not dealt with effectively.

Our Vision and Values gives us a goal and a framework for our behaviour and relationships, including bullying.

Vision

At East Fulton, we are One Team
Children will be loved, and they will be welcomed. We support our children to have the best experience they can.

Values

Our values are how we behave at East Fulton

We are **Kind** - We care about other people. We think about the impact our words and actions have on others. We are patient and we help each other. We will listen to each other; we take turns, and we always act with respect and care.

We are **Honest** - we try and do the right thing. We tell the truth, and we will ask for help when we need it. If we can do better, we will try. We learn from our mistakes.

We are **Inclusive** - You are all welcome at East Fulton. We value the diversity and uniqueness of our pupils and community. We are a nurturing school, and we value caring relationships. Everyone is welcome here, no matter who they are or how they learn.

We are **Committed** - we are hard-working, we value effort and doing the best we can. We support each other, we know that some children learn differently from others, and we make sure everyone gets the help they need. We are always learning at East Fulton.

When adults model kindness, honesty, are inclusive and committed, we will create an environment where bullying cannot thrive, and we will help our children learn the skills they need to manage relationships.

What is bullying?

Defining bullying can be a source of conflict for parents and schools as well as for pupils. At East Fulton our focus is on what we do in response to behaviour and the impact of it first.

Bullying is a combination of behaviour and impact, which can impact on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. It is behaviour that can make people feel hurt, threatened, frightened, and left out. (Respect for All: National Approach to Anti-Bullying for Scotland's Children and Young People, Scottish Government 2019)

This behaviour can include:

- Being called names, teased, put down or threatened.
- Physical aggression.
- Being ignored, left out or having rumours spread about you.
- Things written about you in group chats.
- Being targeted because of who you are or who you are perceived to be.

The impact can include:

- Physical or emotional harm.
- Fear.
- Anxiety/worry.
- Not feeling that you can be yourself.
- Although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions such as, looks, messages, confrontations, physical interventions, or the fear of these.

Online bullying

Online bullying, or Cyberbullying, is often the same type of behaviour but it takes place online, usually on social networking sites or in group chats. A person can be called names, threatened, or have rumours spread about them online and in group chat.

Unkind and hurtful comments in group chats are just as serious as ones made face to face. Many of our pupils are in several group chats at the same time, some as young as P4. Many pupils do not have the capacity to manage this and it can lead to hurt feelings and problems in and out of school.

Parents and carers should teach their children about online safety and how to safely use social media and devices.

Responding to Bullying

'Children who are bullied do not feel like themselves, they feel like they have something taken away from them. They feel they lose the ability to manage what is happening to them and worry a great deal about what might happen if they tell, if they speak up or if they ignore it.' (Brian Donnelly 2021 <https://orbistc.com/anti-bullying/>).

We respond to any concerns or allegations of bullying by asking -



**WHAT WAS
THE
BEHAVIOUR?**



**WHAT IMPACT
DID IT HAVE?**



**WHAT DO I
NEED TO DO
ABOUT IT?**

This is helpful as it breaks incidents and allegations down into a manageable solution focussed process. Unkind behaviour that makes

people feel scared, fearful, and worried that this will continue, requires us to explore what the behaviour was, and deal with that, look at the impact and deal with that.

We separate behaviour and impact to help us explore what happened and what we need to do, then we bring these two parts together as part of our solution and response to incidents of bullying.

Looking at behaviour and impact as two distinct things, gives us a framework on how to respond to all incidents. This will tell us if we are dealing with unkind behaviour or bullying.

This approach will allow us to deal with each situation in a fair and even way.

- Repetitive unkind behaviour that makes someone feel worried, scared, or left out and unsure how to respond, is likely bullying.
- A hurtful or cheeky comment that makes me annoyed or a bit upset, isn't bullying, its unkind, mean behaviour. We will still treat this seriously.
- Some unkind behaviour has little or no impact. This does not mean the behaviour is acceptable. Pupils will be accountable for behaviour and language regardless of the impact. When it has had a serious impact, our responses will reflect this.
- Every situation is unique, and our response will focus on both aspects. We will explore and challenge any unkind behaviour and we will help people develop skills to manage and to respond to behaviour.
- Bullying is usually intentional but there are occasions where language and actions can still harm someone and cause serious upset. In cases such as this, an explanation as to why what they

said or did was unacceptable should see the behaviour or language stop.

Every situation is unique, and our response will focus on both aspects. We will explore and challenge any unkind behaviour and we will help people develop skills to manage and to respond to behaviour.

Some behaviours can be dealt with quickly and effectively by adults by focusing on what someone did and the impact it had. We will help our pupils understand that -

- They have options on how to respond.
- Everyone does not have to be friends.
- Learning how to manage friendships is a skill we all develop at school.
- Apologising means that your behaviour changes.
- Just because it is not bullying, it's still not okay.

Bullying is more serious, and the affect can last longer than simply being upset. Bullying is both unkind, hurtful behaviour *and* a particular kind of lasting impact. Consequences for bullying will be appropriate to each situation and the pupils involved.

Sharing your concerns

Anyone who has any concerns about bullying should inform the classroom teacher in the first instance. You can tell any adult in the school that you feel comfortable with.

Our pupils will be treated fairly and helped to manage relationships.

How do we respond to children that are bullied?

We know that bullying takes away a child's sense of being themselves and being able to act. Therefore, the most important step we can take

for a bullied child is to help them regain this sense of agency, to give them back some control.

We may ask, "What can we do to help? What do you think should happen?" The asking of this immediately puts them in a position where their voice can be heard.

Explore "What do you think might happen if we try this/that?" and invite the pupil to begin problem solving, this life skill will be essential for them. This way they can understand the outcome and what you'll do in relation to the behaviour but also what you have done to support them.

How do we respond to children that are bullying?

Children and young people who bully need our support and guidance to make things better.

Learning to manage relationships, to deal with difficulties, and to learn about how other people can be affected by our actions, is an essential part of growing up.

We are committed to dealing with behaviour and impact, we never ignore bullying behaviour and there will always be natural consequences for this at East Fulton.

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

- Identify the feelings that cause them to act this way.
- Develop alternative ways of responding to these feelings.
- Understand the impact of their behaviour on other people.
- Repair relationships.

Bullying behaviour can see friendships and relationships affected, families under pressure and other natural consequences such as parents or carers invited in to school, increased levels of supervision, inclusion in events affected and restorative sessions put in place.

Pupils who demonstrate bullying behaviour will be provided with clear expectations about behaviour. This may 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. Consideration will be given to any factors that may impact upon a pupil's wellbeing, including whether any additional support for learning is required.

Parents and Carers

Parents and carers are partners in our approach to bullying. We will seek to work in a way that reflects our values of being Kind, Honest, Inclusive and Committed. We use our values as a way of talking about our behaviour and the impact it can have. We seek to build trust with families that is based on our commitment to children's rights and help develop their child's skills at managing relationships. When concerns have been raised, we will sensitively talk to parents and carers to outline an approach and make sure communication is clear and the role we all play is also clear.

We will listen to our parents and carers, and even if we do not agree that something was bullying, our approach will always be to respond to behaviour and the impact it had regardless of this, we will never ignore concerns.

Recording

In line with Renfrewshire Council guidance, all incidents assessed as bullying will be recorded on Seemis, our electronic management of information system. Staff can access the "Bullying Log" in Seemis

through Management Bullying and Equalities. Each incident recorded should include the following details:

- Pupil information relating to those experiencing and displaying bullying behaviour.
- Details of alleged incident.
- Nature of incident including the characteristic of the type of behaviour.
- Procedures to monitor and review targets with dates as required.
- Progress of outcomes following review (within timescale set).

Parents/Carers of all pupils should be informed, and details recorded on Seemis Pastoral Notes. It is essential that staff refer to the Pastoral Notes and the Bullying Log when recording new incidents to compare information and highlight patterns of behaviour.

At East Fulton, every child has the right to come to school feeling safe, loved and valued. Please speak to a member of the Senior Leadership Team if you have any concerns around bullying at East Fulton.