

Respect for All
Anti-Bullying Policy
Glencoats Primary
School



STOP
BULLYING

The purpose of this policy is to provide all stakeholders with a framework which offers guidance and strategy to promote equality and Respect for All.

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, is not accepted.

It is the responsibility of all pupils, staff, parents/carers to ensure that all members of our school community feel safe and valued and are able to build strong, positive relationships which celebrate diversity, equality, equity and which encourage respect for all. By working together as a strong team, we will achieve this aim and our school vision:

Glencoats Vision, Values and Aims

School Vision:

Glencoats Primary School works hard to support and nurture the wellbeing of our pupils through a positive and inclusive ethos, ensuring they are safe, happy and ready to learn. We provide our learners with a wide range of opportunities to develop their skills for learning, life and work and provide highly effective learning and teaching that motivates and engages pupils, providing support and challenge for all learners.

School Values:

We base our vision on values that enable our pupils to be all they can be. **At Glencoats Primary School, we work together to reach the STARS -**

Support for our children, families and each other

Teamwork

Attainment & Achievement

Respect, Responsibility & Relationships

Success for all children

School Aims:

Our aim is for all pupils at Glencoats Primary School to be **successful learners, effective contributors, confident individuals and responsible citizens** by -

- Promoting a happy, nurturing and safe environment that meets the needs of all learners
- Continually embracing current educational thinking to support and challenge our pupils to enable life-long learning
- Developing our children's social and emotional skills to support a caring, resilient school community
- Fostering a sense of identity and pride in our school and to develop positive partnerships with parents, agencies and our community

In keeping with the national aim that all sectors and communities, at local and national level, are consistently and coherently contributing to a holistic approach to anti-bullying, the Glencoats Primary School community is committed to ensuring that:

- All our children are supported to develop respectful, responsible and confident relationships with other young people and adults
- Our young people are taught skills and resilience to respond to and manage bullying behaviour appropriately
- All children and their parents/carers who require help with behaviour and/or relationships know who to contact and what support is available
- All adults working with our young people follow a consistent and coherent approach to managing and preventing bullying and in developing nurturing relationships
- We create an ethos where bullying cannot thrive

Principles of our Policy

The principles of Respect for All within Glencoats Primary School are:

- We will promote and foster positive relationships and behaviours among all members of our school community
- We respect the rights of children and young people as paramount (Children and Young People (Scotland) Act 2014)
- We respect the rights of children and young people with additional support needs (The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended))
- We will work together to maintain a culture of mutual respect and shared responsibility with all members of our school community
- 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 (including bullying based on the protected characteristics outlined in the Equality Act 2010)
- We will support effective communication, including sharing relevant and proportionate information, where appropriate, in accordance with the Data Protection Act 1998 and Human Rights Act 1998
- We will continue to understand and meet the needs of all our pupils and will support both those who experience bullying behaviour as well as those who display bullying behaviour within a framework of respect, responsibility, nurture and resolution
- We will continue to implement effective tracking and monitoring procedures to ensure all children have their needs met in relation to the wellbeing indicators outlined in *Getting it Right for Every Child* and that all children are given the best opportunities to succeed and achieve

- We will share information where appropriate and work in partnership with parents/carers to ensure that our practice is transparent and cohesive
- We will continue to recognise and teach that bullying behaviour can have an adverse effect on personal development and will engage children across all stages in regular opportunities to develop their social and emotional wellbeing

The Equality Act 2010

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 and to foster good relationships 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

What do we mean by 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, left out and lack self-confidence. This behaviour happens face to face and online. (Respect Me 2015)

Bullying 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 fear of these. Bullying behaviour can happen as a one-off incident or can be persistent. Each incident requires to be investigated to establish whether the behaviour has been bullying, the impact the behaviour has had and what support is required for all children involved.

In line with 'Respect for All' and Renfrewshire Council's Anti-bullying Policy, Glencoats Primary School recognises that not all disagreements between children and young people are necessarily bullying in nature and the need to consider both the behaviour and impact when investigating and resolving allegations of bullying.

Renfrewshire Council and Glencoats Primary School also recognise that labelling children and young people as 'bullies' or 'victims' can be disempowering and does not help to change behaviour or support recovery from being bullied. Research shows that labelling an action as bullying is more effective in bringing about a change of behaviour. It is also an expectation that all people, including those who are bullying, should always be treated with respect. Not labelling children helps to maintain the adult's focus and response on problematic behaviour.

Bullying behaviour can include:

- Being called names, teased, put down or threatened face to face or 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 online
- Sending abusive messages, pictures or images on social media or online gaming platforms, mobile phones or other devices
- Behaviour which makes people feel like they are not in control of themselves, their lives or that they have lost their personal power or 'sense of agency'

- Being targeted because of who you are or who you are perceived to be

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, bi-phobia or transphobia or prejudice and discrimination towards disability or faith. Prejudiced-based bullying is when bullying behaviour is motivated by prejudice based on a person's actual or perceived identity; it can be based on characteristics unique to a member of our school community's identity or circumstances. For example, prejudice arising from socio-economic background, their ability to learn, mental health or a pupil's appearance.

Online bullying or 'cyberbullying' will not be treated any differently from face to face bullying. A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online.

Developing a culture of trust and high expectations

It is important that our pupils are able to discuss how they feel and develop resilience to manage their relationships. We know that pupils will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most young people have the ability to 'bounce back' from this type of behaviour. 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. Indeed, 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 the children with many progressive experiences to learn about emotions and how to manage these positively, including the development of self-esteem and resilience, is a key aspect of our work in developing confident individuals who are 'emotionally literate'. This work is done in many ways at Glencoats Primary School including through our health and wellbeing curriculum, assemblies and focus days, citizenship work and targeted wellbeing/nurture sessions. We strive to develop very 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. Our culture and ethos are based on mutual respect. Alongside the development of nurturing approaches, we actively seek to build positive relationships among pupils, staff and parents.

Responsibilities of Pupils

It is the responsibility of all members of our school community to demonstrate Respect for All at all times. In situations where pupils witness behaviour which is not appropriate towards others, pupils are encouraged to challenge such behaviour by speaking out. It is important that pupils report bullying type behaviour immediately to any member of staff or key adult. In the first instance, this is usually a member of the support staff in the playground or their class teacher however the Head Teacher and Depute Head Teacher are available every day for children to speak to if required.

Children who are displaying bullying type behaviour and those who are subjected to such behaviour are encouraged and supported to take part in restorative work to ensure issues are resolved quickly and have no lasting impact. This work is supported by a member of the management team who, in partnership with the class teacher, support staff and parents/carers as appropriate, will monitor the impact of the work and take further action as necessary.

Responsibilities of Staff

It is the responsibility of all staff across the school to ensure that they understand and adhere to Renfrewshire Council's and the school's Anti-bullying Policies.

As a nurturing school community, all members of staff are expected to model positive and respectful relationships with pupils, parents and staff. If staff witness or have an incident of bullying reported to them, they will deal with the situation as quickly as possible. All incidents will be reported to a member of the management team for recording and further action if appropriate.

Teaching staff will take a lead role in supporting and teaching children to build and sustain positive relationships and to develop skills of resilience and problem solving as well as confidence and self-esteem.

In line with Renfrewshire Council's Anti-bullying Policy, when responding to incidents or reports of bullying behaviour, staff will consider:

- The nature of the behaviour
- The impact of the behaviour
- The desired outcome for the pupil
- The action required
- The attitudes, prejudices or other factors that influenced the behaviour

It is essential that there is trust between home and school to manage day to day incidents and that, where appropriate, parents are able to contact the school to discuss and share information that the school may not be aware of or that their child has reported to them. The school encourages parents to make contact with a member of the management team so that they can work together to address any concerns.

Reports of alleged bullying made by parents/carers/others will be investigated by the school. The school will aim to complete the investigation within 3 working days and communicate the outcome to the affected children and their parents.

In line with Renfrewshire Council guidelines, all incidents assessed as bullying will be recorded on SEEMIS, our electronic management of information system. 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 of recording for the school is to learn about what kind of bullying is happening in their establishment and to identify if there are trends or issues which require addressing.

Each incident recorded should include the following details:

- The children and adults involved
- The type of bullying experienced
- Any underlying prejudices
- The impact of the bullying incident
- Actions taken including resolution at an individual or organisational level

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

- Identify the feelings and/or circumstances that led to the behaviour and to take responsibility for their behaviour
- Develop alternative and more positive ways of responding to these feelings and to make positive choices
- Understand the impact of their behaviour
- Repair relationships as appropriate

Pupils who demonstrate bullying behaviour will be provided with clear expectations about their behaviour which will be shared with parents/carers as well as appropriate ways to respond which will be shared with key adults. This may include taking steps to repair a relationship if appropriate. Consideration will be given to factors that may impact on a pupil's wellbeing, including additional support needs.

Appropriate action, for those bullying and those experiencing bullying, will be discussed with the children involved, parents and staff to ensure transparency. The aim of all actions is to ensure the safety and wellbeing of the children and where possible to restore and/or develop respectful and positive relationships. These actions may include:

- In-house systems such as Thinking Breaks
- Time out of the playground or alternative to the playground sessions
- Reduced time in playground such as rota system or enhanced playground supervision
- Change of seat in classroom and enhanced supervision in class
- Targeted wellbeing sessions or support to discuss behaviour and develop self-awareness of the impact behaviour has had on others, e.g. Oscar's Den support, home link support
- Targeted wellbeing sessions to develop self-esteem, confidence and resilience as above
- Targeted friendship group sessions
- Time to Talk sessions with key staff (safe person)

Responsibilities of Parents/Carers

We encourage and actively promote positive home/school partnerships. We seek to foster trusting relationships with all our parents/carers built on mutual respect and honesty. We recognise that bullying behaviour can have a significant impact on a child's wellbeing and advise parents to report any concerns they may have as quickly as possible with a view to working together with the school and their child.

We recognise the impact that bullying behaviour can have on parents/carers and families and that experiencing such behaviour can be emotional and distressing. We will endeavour to be available at all times to meet with or speak to parents in a timely fashion. We also recognise that managing bullying behaviour and restoring relationships can take time and that this can be worrying and frustrating for parents. We will seek to involve parents in the process and share information regularly on interventions and progress.

Often bullying behaviour happens online. We strongly encourage parents/carers to monitor their child's use of technology and as them to challenge any negative usage as well ensuring social media accounts are private. Inappropriate online usage can be reported by parents to Police Scotland. We recommend that parents be added to their child's site so that this can be monitored at all times.

A Whole School Approach to Preventing Bullying

It is the responsibility of all members of our school community to tackle bullying. With that in mind, Glencoats Primary School is committed to the following approaches -

- Developing a school culture based on clear values and expectations understood by all
- Developing a nurturing ethos which is based on positive relationships among pupils and between pupils and staff where children feel safe, supported and valued
- Participating in ongoing Anti-bullying professional learning
- Promoting and teaching Anti-bullying regularly through assemblies, focus days and our Health & Wellbeing curriculum
- Supporting children to develop positive relationships, social skills and emotional literacy

- Recognising and promoting children's rights through our Citizenship curriculum
- Encouraging and practising restorative and solution-focused approaches to managing behaviour and relationships where children are treated with dignity and respect and are able to reflect on and take responsibility for their behaviour with support
- Creating inclusive and supportive learning environments that meet the needs of all children
- Promoting positive partnerships with parents and the community where all parents/carers feel welcomed, respected and valued and where parents and the school can work together in the best interests of all our children

This policy has in the most part been derived from guidance and information shared in Respect for All: The National Approach to Antibullying for Scotland's Children and Young People 2017 and reflects the advice and guidance presented in Renfrewshire Council's Anti-bullying Policy which can be found on the Renfrewshire website.