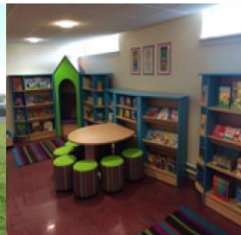




# Heriot Primary School Anti-Bullying Policy



**April 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 Heriot 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.

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

Our approach to bullying is underpinned by our values in Heriot Primary. All of the work we do to promote relationships and kindness is filtered through our values. We aim to create an environment where bullying is less likely to happen and when it does happen, we can deal with it effectively.

### **Our Vision**

A school where everyone's learning!

### **Our Values**

Family, Honesty, Respect and Kindness

### **Our Aims**

#### **Curriculum**

To provide for each child a broad and balanced curriculum in line with national and council guidelines with structured and progressive programmes in all curricular areas.

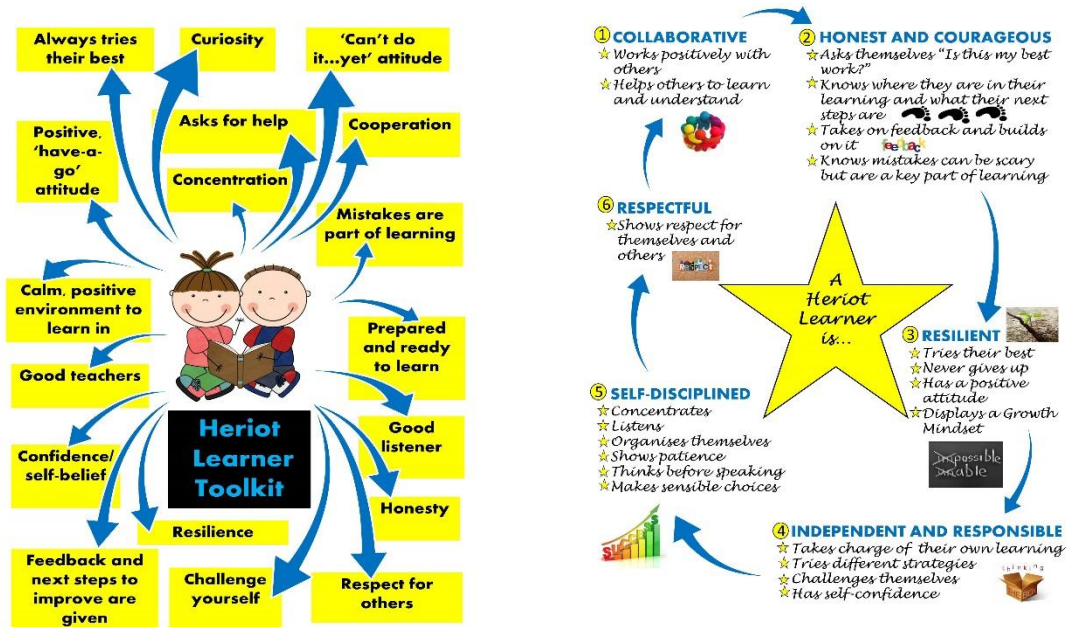
#### **Attainment**

To enable all pupils to achieve their potential by maintaining and developing strategies which raise attainment.

#### **Learning and Teaching**

To provide a high quality of teaching which uses a variety of approaches to build on previous experience, to involve parents and to motivate children to take responsibility for their own learning.

At Heriot Primary we are always working hard to ensure our pupils receive the best educational experience possible. To support this, and as part of our continual review of the curriculum we are delivering, we asked all of our pupils to tell us what they felt were the key skills and attributes a pupil at Heriot Primary should have and use. Taking the feedback from these discussions as well as from pupil focus groups pupils' ideas were collated and used to create our 'Heriot Toolkit' and 'A Heriot Learner is...' annotated diagrams, examples of which can be seen below.



These diagrams can be found everywhere in the school from the front entrance to the Janitor's office to every classroom within Heriot Primary. They are one of the key ways that as a school, we ensure a consistency in both the language we use with the pupils as well as the high standards and expectations we work with them to achieve. They are also a fantastic way of helping parents and carers of our pupil's work in partnership with us to help all of our pupils to achieve these high standards and expectations.

## Bullying

### 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 Heriot 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 Heriot have explored this definition and agree that it is what we should use 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 Heriot. 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 Heriot is informed by the UNCRC and that our staff and pupils are aware of Children's Rights.

### **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.

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 Heriot Primary School will always ask –

**What was the behaviour?**

**What impact did it have?**

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

We know that sometimes hurtful behaviour or words can have no impact. At Heriot 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 Heriot 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 Heriot 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 on 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 there 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 will 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. 100% 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 on how often behaviour is happening and if no one is changing their behaviour then it should be considered. They told us the school is good at 'dealing with complaints' it 'nurtures children', and that the school 'promotes positive relationships'.

They also told us that we could 'respond quicker' to concerns, that we could have 'clear and consistent rules in the school'. They asked us to 'deal with it when it is happening' and asked that we 'educate children on kindness and the impact of their words.'



## **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 to be addressed. 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 Heriot Primary School 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.