**Anti-Bullying Policy**

Mossvale Primary School

March 2019



It is our aim at **Mossvale Primary School** that everyone in our school community will work together in partnership to create a positive ethos in which **bullying behaviour cannot thrive.**

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

Mossvale Vision, Values & Aims:

**Vision:**

Mossvale Primary School strives to encourage all children to be the best they can be!

**Values:**

We base our vision on values that enable our pupils to achieve their potential academically and socially. We believe that everyone in our school should take **PRIDE** in our values which are:

Positivity Respect Integrity Determination Equality

**Aims:**

Our aim is for all pupils to be successful learners, effective contributors, confident individuals and responsible citizens by:

Providing a positive and caring environment where everyone follows our values and are encouraged to do their best.

Giving children, parents and staff a strong voice which is always valued.

Supporting pupils to achieve their potential and equip them with skills required to lead an active, healthy lifestyle with positive relationships.

Actively involving children in their learning, encourage ambition and celebrate their achievements.

Mossvale Primary School is committed to ensuring that:

* All of our children will develop respectful, responsible and confident relationships with other young people and adults
* Our young people will have the 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 will know who to contact and what support is available
* All adults working with our young people will follow a consistent and coherent approach in managing and preventing bullying and in developing positive and nurturing relationships

**Principles of our Policy:**

The principles of our Anti-Bullying Policy within Mossvale 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 as 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 of 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 that 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 relations between people who share a relevant protected characteristic and those who do not. These characteristics include:

Age Disability Gender Reassignment

Marriage and Civil Partnership Race

Pregnancy and maternity Religion or belief

**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.

(RespectMe, 2015)

This 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 the fear of these.

Bullying behaviour can include:

* Being called names, teased, put down or threatened face to face/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 and/or online)
* Sending abusive messages, pictures or images on social media, online gaming platforms, mobile phone or other devices
* Behaviour which makes people feel like they are not in control of themselves or their lives or that they have lost their personal power or ‘sense of agency’ (face-to-face and/or online)
* Being targeted because of who you are or who you are perceived to be (face to face and/or online)

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, biphobia or transphobia or prejudice and discrimination towards disability or faith. 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 member of our school community’s identity or circumstance. For example, prejudice arising from socio-economic background, their ability to learn, mental health or a pupil’s appearance. Online bullying, or ‘cyberbullying’ as it is often referred to on social networking sites and online gaming platforms 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 behaviour are key elements to ensuring we get it right for all members of our school community.

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 including our health and wellbeing curriculum which includes regular PATHS (Promoting Alternative Thinking Strategies) lessons. Assemblies, focus days, citizenship work and nurture sessions are also used to discuss bullying. 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 school culture and ethos is based on mutual respect. Alongside the development of nurturing approaches we actively seek to build positive relationships between pupils, staff and parents.

**Responsibilities of Pupils in Mossvale Primary School:**

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 empowered to challenge such behaviour by speaking out and displaying **integrity** (doing the right thing) . It is important that pupils report bullying type behaviour immediately to any member of staff or key adult. 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:**

As a nurturing school community, all members of staff are expected to model positive relationships with pupils, parents and staff. If staff witness or have an incident of bullying behaviour reported to them, they will deal with the situation immediately. Staff should challenge all forms of bullying behaviour at the time of occurrence and use each situation as a learning opportunity. All incidents will be reported to a member of the senior management team for **recording** and further action if appropriate. The Head Teacher and Depute Head Teacher of the school record bullying incidents on the Renfrewshire Council Click and Go computer system and these are logged permanently on pupils’ personal records.

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 developing confidence and self-esteem.

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 of the pupil

• The action required

• The attitudes, prejudices or other factors that influenced the behaviour

This may take time if further investigation of the incident or report is required. The senior management team will record incidents or reports of concern on the school’s internal recording system and/or pastoral notes. A professional decision will be taken with regard to the need to contact parents/carers and will be based on the evidence gathered by staff with regard to behaviour and impact. However, where there is clear evidence of bullying or other inappropriate behaviour and/or impact all parents/carers will be notified. 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 or 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 to a member of the senior management team as early as possible so that we can work together to manage any concerns.

In line with Renfrewshire Council guidelines, all incidents assessed as bullying will be recorded on Seemis, our electronic management of information system. Such incidents are also recorded in pupils’ pastoral notes which transfer from primary to secondary schools. 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 who are experiencing bullying or who are exhibiting bullying behaviour will be informed and details recorded on Seemis Pastoral Notes and the Pupil Chronology.

**Pupils who experience bullying will be** given help and support to:

* Discuss concerns openly in a nurturing environment where they feel safe.
* Feel reassured that their concerns will be taken seriously and will be investigated.
* Restore relationships with the effective use of staff and peer interventions
* Report further incidents if bullying continues.

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

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

Pupils who demonstrate bullying behaviour will be provided with **clear expectations** about their behaviour as well as a range of appropriate ways to respond which will be shared with all appropriate members of staff. Parents and carers will be involved at this stage. Expectations may include taking steps to repair a relationship which they will be given support to do if needed. Planned opportunities will be put in place for pupils to learn from the experience so that they are able to change their behaviour moving forward and make positive choices in the longer term. Consideration will be given to any factors that may impact upon a pupil’s wellbeing, including additional support needs. Consequences may also be applied and, in extreme and rare circumstances, pupils may face exclusion in line with Renfrewshire Council’s Standard Circular 8 Exclusion Policy.

**Responsibilities of Parents/Carers**:

We encourage and actively promote positive home/school partnership working. 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 would advise parents to report any changes in their child that they are concerned about.  **Parents and carers should contact the Senior Management Team in our school** (Head Teacher, Depute Head Teacher and Principle Teacher) to discuss concerns. Working in partnership with the school to reassure their child that they are not deserving of such behaviour and that they have the skills and ability not only to stand up to bullying behaviour but to seek support will help build confidence and resilience.

We also recognise the impact that bullying behaviour can have on parents/carers and on families and that experiencing such behaviour can be emotional and distressing. We would ask parents to work with the school as far as possible and 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 all parents in the process, sharing information regularly on the progress of interventions and/or support.

Often bullying behaviour happens online. We strongly encourage parents/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. Inappropriate online usage can be reported to Police Scotland by parents, however reporting misuse to the school is also helpful and will enable us to monitor and support the situation. 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 this aim, Mossvale Primary School is committed to the following approaches –

* Developing a positive school culture and ethos based on clear values understood and shared 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 so that all members of staff have up to date knowledge and skills to manage and support bullying behaviour and the impact on children
* Promoting and teaching anti-bullying regularly through Assemblies, Focus Days, Health & Wellbeing Curriculum, Citizenship Curriculum
* Supporting children to develop positive relationships, social skills and emotional literacy through a range of school based systems such as Buddying, Nurture Sessions with our Key Worker and ASNA, Home Link Worker sessions, Relaxation, Circle Time, PATHS lessons, Interval and Lunchtime supports
* Recognising and promoting Children’s Rights & Responsibilities 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

**Policy Creation and Review:**

This policy is designed to serve all members of the Mossvale Primary School Community and as a result pupils, parents and staff have been involved in the creation of this policy. We are aware that the nature of bullying type behaviour is ever evolving and that it is essential that our Anti-Bullying policy is relevant and responsive to the needs of our school community. We are committed to reviewing and amending the policy, as necessary, on a three yearly cycle.

**Acknowledgments:**

This policy has in the most part been derived from guidance and information shared in **Respect for All:** The National Approach toAnti-bullying for Scotland’sChildren and Young People 2017.

We have also worked in partnership with Brian Donnelly, a lead figure in the field of Anti-bullying and staff from local primary schools to assist in developing our policy**.**