

## **Ralston Primary School Respect for All**

### **Introduction:**

Ralston Primary School's Anti Bullying policy reflects Renfrewshire Council's recently revised policy. In line with Renfrewshire Council we aim to create environments where bullying cannot thrive.

### **Principles:**

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

- We will promote positive relationships and behaviours amongst 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 continue to work together to develop a culture of mutual respect and responsibility amongst all members of our school community;
- We will seek to prevent and address bullying, through the implementation of effective practices;
- We will address all aspects of prejudice in order to make sure all types of prejudice based bullying are treated with equal importance (Including bullying based on the protected characteristics as outline 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 seek to understand the experiences, and address the needs of our pupils, who are bullied, as well as those who bully, within a framework of respect, responsibility, resolution and support;
- We will share information where appropriate and work jointly to make sure we are co-ordinated and cohesive in all that we do; and
- We recognise bullying can have an adverse/detrimental effect on personal development and we will try to ensure that every member of our school community will have the same opportunities and an equal chance to succeed.

## **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 can lead to a lack of 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, putdown 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 (face to face and/or online); and/or
- 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.

### **The Equality Act 2010:**

The Equality Act 2019 creates a duty on schools to have due regard to the needs 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;
- Pregnancy and Maternity;
- Race;
- Religion or Belief;
- Sex; and
- Sexual Orientation.

## **Children's Rights**

In Ralston Primary School we recognise that all children and young people have the right to be safe and bullying is a breach of their rights. Children have the right to have their views taken into account and to enjoy all of the protection and expectations outlined in the United Nations Convention on the Rights of the Child.

## **Our School Environment**

Our school vision is to learn with a happy heart. Ralston Primary is a happy and inclusive place of learning. We pride ourselves on our continued positive partnership with pupils and their families and the wider community.

We provide a caring and nurturing environment where children feel safe and secure and are treated as individuals. In Ralston Primary School we are committed to ensuring:

- All our pupils will grow up free from bullying and will develop respectful, responsible and confident relationships with other young people and adults;
- Our pupils and their parents/carers, will have the skills and resilience to prevent and/or respond to bullying appropriately;
- Every pupil who requires help will know who can help them and what support is available; and
- Adults working with our pupils will follow a consistent and coherent approach in dealing with and preventing bullying.

## **A Whole School Approach to Preventing Bullying:**

It is the responsibility of all members of our school community to prevent bullying. There are specific strategies which we are committed to as a school community:

- Positive school culture and ethos;
- Anti-bullying professional learning;
- Recognising and realising Children's Rights;
- Rights Respecting School;
- Restorative Approaches;
- Creating inclusive and supportive learning environments;
- Solution oriented approaches;
- Nurturing approaches;
- Bounce Back Programme;
- CEOP Programme;
- Curriculum for Excellence;
- Staff and parents/carers model positive behaviour towards others; and
- High profile of Anti-Bullying Week.

## **As a School Community we:**

- Take members of our school community seriously when they talk about bullying;
- Know about and promote the Ralston Primary School Respect for All Policy;
- Challenge inappropriate behaviour immediately;
- Think about how to stop bullying before it happens; and
- Ensure all pupils, parents/carers and staff are included, engaged and involved and have the opportunity to participate fully in our school community.

## **Responding to Bullying**

We have high expectations of conduct from all members of our school community. We build our school culture and ethos on a base of respect. Alongside the development of nurturing approaches we actively seek to build positive relationships between pupils, staff and parents.

Typical behaviours we encourage and praise include:

- Kindness in actions and words towards others;
- Acceptance of diversity;
- Listening attentively;
- Encouraging positive behaviour in others;
- Standing up against negative behaviour;
- Including others; and
- Prompt reporting of bullying behaviour.

## **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 other, pupils are empowered to challenge such behaviour by speaking out. It is important that pupils report bullying type behaviour immediately to any member of staff. Pupils who are displaying bullying type behaviour and those who are subjected to such behaviour are encouraged to take part in restorative work to ensure issues are resolved quickly and have no lasting impact.

## **Responsibilities of Staff:**

As a nurturing school community which promotes positive behaviour, 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 must be reported to the Depute Head Teacher or Head Teacher for logging and further action if appropriate.

When restorative and supportive strategies put in place have not brought about a positive change in behaviour, Depute Head Teachers/Head Teacher will put in place a range of supports for pupils involved.

Teaching staff will tackle a lead role in supporting and challenging pupils to sustain positive relationships and build skills to improve resilience and abilities to form positive relationships with others.

When responding to incidents or accusations of bullying Pastoral Support Staff will consider:

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

### **Responsibilities of Parents/Carers:**

We encourage and actively seek positive home/school partnership working. Being subjected to bullying behaviour can have an impact on a young person's demeanour and general mood or wellbeing. Parents should report any changes in their child that they are concerned about. Daily family discussions about school and probing further rather than accepting 'fine' as an answer to how a child's day has gone will help our pupils speak out about the behaviour they are experiencing or displaying.

Reassuring young people 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.

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 and only agree friendship groups are able to post messages etc. Inappropriate online usage can be reported to Police Scotland by parents/carers, however, reporting misuse to the school's Pastoral Support Team will also allow supports to be put in place in school. Many pupils may be too young to be on social media sites however, we are realistic and know that our older pupils are using Snapchat, Facebook and Instagram. We urge parents be added to their child's site so that this can be monitored at all times as this is often the cause of unacceptable behaviour which would not happen face to face.

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; and
- Repair relationships.

In our recent survey parents told us they have high expectations of pupil behaviour. Almost all parents are happy with the way the school deals with bullying behaviour and believe in effective ongoing communication between home and school. Almost all parents accept that exclusion is not the answer and want school staff, pupils and parents to work together to find a resolution.

## **Recording Bullying Incidents:**

In line with Renfrewshire Council guidance, 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 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.

Each incident recorded should include the following details:

- Pupil information relating to those experiencing and displaying bullying behaviour;
- 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
- Actions taken including procedures to monitor and review targets with dates as required;

Parents/Carers of all pupils should be informed and details recorded on SEEMIS Pastoral Notes and the Pupil Chronology.

## **Policy Creation and Review:**

This policy is designed to serve all members of the Ralston Primary School Community and as a result pupils, parents/carers 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 Respect for All 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.