

**St. Anne's Primary
and Early Learning
&
Child Care Class**



**Respect for All
Policy**

"Love One Another"

Rationale

This policy has been developed to take account of the national guidance on anti-bullying, 'Respect for All - The national approach to anti-bullying for Scotland's children and young people' and builds on the previous policy on anti-bullying which was developed in 2015. Children have the right to be safe. Bullying behaviour impacts on this right and can affect their right to education. We endorse the policy of Renfrewshire Council. Renfrewshire Council is committed to providing a safe, supportive environment for all young people to thrive and achieve in its Education establishments. The rights of our children and young people are at the heart of everything we do and we are committed to preventing, reducing and responding to bullying behaviour.

Our Vision Statement

*"Within our learning community,
we will inspire one another to achieve our full potential.
Children, families and staff will be supported, challenged and listened to.
Rights for all will be respected and promoted,
with Christ and love at the centre of everything we do.
Working in positive partnerships, highly motivated staff will actively strive to
create a nurturing, stimulating and joyful environment - **making learning fun!**"*

Our Values

Compassion and Kindness

Wisdom and Courage

Integrity and Justice

Our vision and values will be achieved through:

The development of an inclusive ethos based on the Gospel Values of the Church that will enable each child to develop their God given talents

Providing our pupils with the appropriate skills for the world of work and how to contribute to the wider community

Fostering and providing opportunities that develop effective partnerships with parents, our wider school community and partner agencies.

Acknowledging and celebrating wider achievements of pupils and staff in and out with school

Ensure the provision of equal opportunities for pupils and staff to learn together within the school context.

In St. Anne's we aim to:

Create a welcoming, secure and inclusive atmosphere conducive to a positive attitude to learning and teaching.

Raise attainment and develop lifelong skills by providing a stimulating and accessible curriculum for all children.

Promote a sense of responsibility, tolerance, loyalty, self-worth, co-operation and care for our community environment.

Definition

Bullying is both behavior and impact, what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this their sense of 'agency'. Bullying behaviour takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online. Bullying behaviour can harm people physically or emotionally and, although the actual

behaviour might not be repeated, the threat that it might, can be sustained over time, typically by actions; looks, messages, confrontations, physical interventions or these fears.

This behaviour can include:

- Being called names, teased, being put down or threatened face to face and/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 and/or online)
- Sending abusive messages, pictures or images on social media, online, gaming platforms or on the phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you were perceived to be (face to face and/or online)

(Respectme 2015)

When discussing incidents of bullying we will refer to the:

- Person displaying bullying behavior
- Person on receiving end of bullying behavior

Bullying does not need to be persistent to have an effect on the mental health and wellbeing of a young person. We should always remember that young people fall in and out, disagree with each other and it is always important to discuss these relationships with each other at an early stage.

In St Anne's there is a clear commitment to challenge all types of prejudice based bullying behaviour and language in line with the Renfrewshire Council Policy under the United Nations Convention on the Rights of the Child. Under the Equality Act of 2010 it is unlawful to discriminate against people with the following protected characteristics:

- Age
- Disability
- Gender reassignment

- Pregnancy and maternity
- Marriage and civil partnerships
- Race
- Sex
- Religion or belief
- Sexual orientation

(Appendix A Renfrewshire Council Children's Services Anti-Bullying Policy)

Prejudice-based bullying behaviour is not restricted to these categories. It may also result from perceptions about a child or young person for other reasons, such as their socio-economic background, being looked-after, being a young carer, being an asylum seeker or refugee, body image or other family circumstances. Appendix A provides a more detailed summary of prejudice-based bullying behaviour.

In line with 'Respect for All', Renfrewshire Council acknowledges that not all disagreements between children and young people are necessarily bullying in nature and establishments should consider the definition set out in this policy when investigating and resolving allegations of bullying behaviour. There is no legal definition of bullying in Scotland and, as such, bullying is not a crime. Some behaviour which may be treated as bullying may actually be criminal in nature. Threatening someone to do something sexual is not bullying - it is sexually aggressive behaviour and a form of gender-based violence. Bullying can be motivated by prejudice as can crime. A hate crime is when a crime has taken place, such as assault, graffiti or a breach of the peace that has been motivated by prejudice.

Renfrewshire Council recognises that all children and young people have the right to be safe and bullying is a breach of their Rights. Children and young people 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 (1989).

Aims

The aim of this policy is to provide clear information to staff, parents and young people in the identification and prevention of bullying behaviour to ensure St. Anne's Primary and ELCC is a safe, respectful and positive environment and to promote this ethos across the Trinity Cluster.

The policy provides guidance for managers, staff and parents to support, listen, respect and respond to a young person experiencing bullying behaviour.

We will raise awareness of bullying behaviour with staff through:

- Consultation around respect for all policy
- Vision, values and aims of the school
- Continual Professional learning opportunities including specific information and relevant literature
- Continuing to embed the United Nations Rights of the Child

We will raise awareness of bullying behaviour with parents/carers through:

- Consultation around respect for all policy
- Vision, values and aims of the school
- Working in partnership with Parent Council
- Information on school website
- Information in school handbook
- Providing information at parents' meetings

We will raise awareness of bullying behaviour with pupils through:

- Consultation around respect for all policy
- Vision, values and aims of the school
- Continuing to embed the United Nations Convention on the Rights of the Child
- Contextualised Learning Programme
- Respect for all displays
- Citizenship groups
- Assembly
- Anti-bullying week events
- Health Week

- Guest Speakers

Any bullying behaviour must be challenged; however, all people (including those who are involved in bullying behaviour) should always be treated with respect. Not labeling children does not diminish the seriousness nor impact of bullying behaviour; rather, it is an essential way of maintaining the adult's focus and response on the problematic behaviour.

This is a solution-orientated approach that is designed to help people change the way they behave without being stigmatized. Rather than labeling them, staff and volunteers can help children and young people change by telling them that the behaviour is bullying and that what they did is not acceptable.

We are committed to ensuring our pupils show resilience and promote this through:

- Ensuring a positive and safe climate within our school culture
- Creating a sense of belonging and connectedness
- Pupil involvement in decision making generally including respect for all practice and policy
- Opportunities for challenge and success
- Recognition of achievements within and out with school

The Manager has overall responsibility for preventing and responding to bullying behaviour and promoting respectful relationships within their establishments.

The can do this by:

- promoting and role modeling an environment where bullying cannot thrive. To develop a culture of positive behaviour and respectful relationships within their establishments;
- ensuring that their establishment has its own anti-bullying policy in line with the timescales set out in this Policy, reviewed every 3 years, which reflects the Council's policy and the requirements set out in the national guidance;
- ensuring all staff within their establishment have a clear understanding of the policy on anti-bullying and their roles and responsibilities in relation to this;
- identifying a lead for anti-bullying with their establishment;

- ensuring that all children and young people with their establishment know how to report any concerns about bullying behaviour;
- ensuring that staff adhere to all procedures for reporting, recording and responding to incidents of bullying behaviour;
- monitoring information on incidents of bullying behaviour and taking appropriate action where required; and
- ensuring staff are able to take up appropriate professional learning opportunities in relation to anti-bullying.
- Ensure adults create an ethos where the children and young people have expectations of themselves and others and have respectful relationships which are promoted and modelled by all;
- Identify the needs of children and young people and provide a high level of support as appropriate using the GIRFEL model;
- Ensure that children and young people know how to report an incident of bullying behavior and are comfortable with the means of doing so;
- Promote equity and fairness;
- Ensure feedback is given to parents on the outcome of an investigation;
- Ensure the implementation of Renfrewshire's policy on anti-bullying and ensure it is embedded in the practices of the educational establishment setting;
- Ensure staff understand their responsibility to prevent and respond to prejudice-based bullying behavior;
- Ensure staff have a clear understanding of their roles and responsibilities;
- Identify a specific lead person as the Respect for All Co-ordinator;
- Ensure that procedure for recording and monitoring alleged incidents of bullying behavior is adhered to;
- Follow up on alleged incidents of bullying behavior to ensure they have been successfully and appropriately dealt with;
- Ensure that respect for all strategies are regularly reviewed and developed in partnership with the education establishment and setting;
- Provide guidance on any restrictions on the use of personal mobile devices and on appropriate and safe use of mobile technology for learning and teaching purposes; and
- Provide appropriate professional learning opportunities to support all staff

All staff must be aware of, and adhere to, the school and Council's policy and procedures in relation to bullying. All staff in each establishment are responsible for:

- Contributing to a culture of positive behaviour and respectful relationships;
- Being aware of, and adhering to, the Council's and the establishment's anti-bullying policy;
- Ensuring that children and young people know how to recognise and report an incident of bullying behaviour and are comfortable with the means of doing so;
- Being aware of their responsibility to prevent and respond to prejudice-based bullying behaviour;
- Ensuring that they are aware of, and are adhering to, the procedures for monitoring and recording alleged incidents of bullying behaviour;
- Actively contribute to the development, delivery and review of anti-bullying behaviour strategies within the learning environment; and
- Acting as a positive role model in establishing respectful relationships.

Staff (including the specific lead person/Respect for All Co-ordinator) will;

- Identify the needs of children and young people and provide a high level of support, as appropriate, using the GIRFEL model;
- Contribute to a positive ethos where children and young people have high expectations of themselves and others and where respectful relationships are promoted and modelled;
- Ensure that children and young people know how to report an incident of bullying behavior and are comfortable with the means of doing so;
- Promote equity and fairness in their day to day practice;
- Be aware of, implement and adhere to the principles of Renfrewshire's policy on anti-bullying and follow procedures for managing and dealing with bullying behaviour;
- Be aware of and understand their responsibility to prevent and respond to prejudice-based bullying behaviour;
- Be aware of their roles and responsibilities;
- Ensure that the procedure for recording and monitoring alleged incidents of bullying behaviour is adhered to;

- Actively contribute to the regular review and development of respect for all strategies;
- Be aware of guidance on any restrictions on use of mobile devices and promote the appropriate safe use of mobile technology for learning and teaching purposes; and
- Be involved in appropriate professional learning and when responding to bullying or suspected bullying, staff should ask themselves the following questions:
 - What was the behaviour?
 - What impact did it have?
 - What does this child want me to do?
 - What do I need to do about it?
 - Is there any evidence of prejudice behaviour or attitudes?

Guidance for parents/carers

Support for children and young people affected by bullying behavior is essential, both immediately following the incident, and, during an agreed period of review. This includes support for those children and young people who have exhibited bullying behaviour. Peer support, staff support, parental support and partner agency support can all play a vital role in ensuring there is little or no long-term effect on someone who has been subjected to bullying behaviour.

Communication between the home and the establishment is crucial to ensure that no child or young person is unduly affected by bullying behaviour. As bullying behaviour also occurs outside of the school day and often through social media, there should be greater emphasis on the need for pupils, parents, and communities to be aware of the signs of bullying behavior. The head teacher should seek to raise awareness of the school's policy through its pupil and parent councils. Bullying that takes place outside of school that has an impact on a child or young person must still be taken seriously. When schools are made aware of such incidents, staff will work in partnership with their communities to address these issues. Labeling children and young people as 'bullies' or 'victims' can be disempowering and unhelpful in changing their behavior or supporting their recovery from being bullied. Labeling an action as bullying behaviour is a more effective way of motivating a child to change their bullying behaviour.

Adults dealing with bullying behaviours are expected to be able to distinguish between a person and their behaviour. The following signs and symptoms may suggest that a child or young person is being bullied:

- A child or young person who has been happy presents as losing interest and enthusiasm for school. This may be reflected in deterioration in school performance;
- Unwillingness to attend school or educational setting or worrying about the route to and from the establishment setting, requesting parents drive or collect them;
- Damage to or loss of personal property, for example mobile phones, clothes, books and bicycles;
- Unexplained changes of mood. These will often occur before the restart of school. For example at the end of the weekend or the end of the holidays;
- Frequent minor illnesses, especially headaches and stomach aches, difficulty in sleeping, not eating especially if they accompany the mood changes mentioned above;
- An increase in requests for money;
- Unexplained cuts and bruises;
- Recurrent nightmares and trouble sleeping;
- Bed wetting (with younger children);
- Increased time online; and
- Weight loss

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Any activities which lead to a sense of achievement will help to build self-esteem and well-being. Parents can help to build up self-esteem in their children, by encouraging them to get involved in activities inside and outside of school.

Reporting

St. Anne's will provide a number of ways in which alleged incidents of bullying behaviour can be reported by children and young people and ensure children, young people and parents are aware of how concerns can be raised.

Educational establishments and settings should promote a climate and ethos where children and young people feel safe and secure. They will provide friendly, confidential and safe ways for learners to report bullying behaviour.

- Children and young people can be encouraged to report incidents of bullying behaviour by;
- Re-enforcing the importance of reporting any bullying behaviour they have witnessed;
- Empowering individuals who have experienced or witnessed bullying behaviour to report these incidents;
- Providing opportunities to communicate their concerns, e.g. confidential letters, worry boxes and surveys;
- Providing clear information of process and whom they can speak to; and
- Providing an intermediary service e.g. Place2Talk.

All reported incidents must be investigated timeously. Delays in dealing with an incident should only occur when reported at the end of a school day. The recommended time to carry out a full investigation is 3 working days.

Educational establishments and settings will use their professional judgement in deciding to contact parents. However, it is important that children and young people are aware of the educational establishment and setting's intention and actions regarding parental involvement. Parents and carers should be informed of how they can raise concerns formally and informally. Reports of alleged bullying behaviour made by parents/carers/others will be treated as bullying

behaviour incidents and schools will aim to complete an investigation and implement any remedial action within 3 working days and communicate the outcome to affected children, young people and their parents. Investigations into alleged incidents of bullying behaviour should begin, in the establishment, on the day the incident is reported. If the incident occurs at the end of the school day or outwith school hours, the investigations should commence at the start of the following school day. If a parent/carer is not satisfied with the way in which the establishment has handled an incident of alleged bullying, they should be referred to Renfrewshire Council's complaints procedure.

Each incident of bullying which takes place in a school will be reported.

Reported incidents must be recorded by the school's Respect for All Co-ordinator. Restorative strategies along with a solution focused approach should be used to encourage young people to reflect upon their behavior and its impact upon others. Incidents should be reviewed after an agreed time.