

# Respect for

# All Policy

# West

# Johnstone Campus





## Respect for All Policy - West Johnstone Campus

### *Our children told us 'Together we Choose Kindness'*

'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.

Our aim is that everyone in our campus community will work together, in partnership, to create a positive ethos in which bullying behaviour, regardless of type, cannot thrive.

It is the responsibility of all pupils, staff, parents/carers and partners 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 in partnership together as a strong team, we model our school and campus values and our campus vision:

### West Johnstone Campus Vision, Values & Aims

#### **Campus Vision:**

Every day, we work and play, learning ways to get along.

Finding out, what life's about, everybody moving on.

#### **Campus Value:**

Our campus value is:

# TOGETHER

#### **Campus Aims:**

In keeping with the national aims, at a local and national level, all sectors and communities are consistently and coherently contributing to a holistic approach



to anti-bullying, therefore the West Johnstone Campus 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 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 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 positive and nurturing relationships
- We create an ethos where bullying cannot thrive. As such, we encourage all pupils and the community to play an active part in the life of the school. We celebrate diversity and strive to create a shared understanding of what behaviour is acceptable and what is not

## Principles of our Policy

The principles of Respect for All within West Johnstone Campus 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:



- Race
- Age
- Gender
- Disability
- Gender Reassignment
- Religion or belief
- Sexuality

## What do we mean by bullying?

### Parents agree with the new definition of bullying we will be using

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)

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 the fear of these. Bullying behaviour can happen as a one-off incident or can be persistent. Each incident requires investigation 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, West Johnstone Campus recognise 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 behaviour.



Renfrewshire Council and West Johnstone Campus 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.

Renfrewshire Council expects adults managing bullying to be able to distinguish between a person and their 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 the problematic behaviour.

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

*Our staff said 'We need a fair approach to all,  
treating everyone with respect'*

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 campus 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'. We strive to develop very positive and trusting relationships so that our whole campus community are supported to communicate their feelings, ask for help when needed and report concerns or issues, which enable us to respond and support pupils, staff, parents/carers and partners and resolve issues as timely as possible.

Our campus culture and ethos is based on mutual respect. Alongside the development of nurturing approaches, we actively seek to build positive relationships between pupils, staff, parents/carers and partners.

## Responsibilities of All

It is the responsibility of the whole Campus community to ensure that they understand and adhere to both Renfrewshire Council and the Campus Anti-bullying policies.





'Respect for All' should be demonstrated at all times. The Campus community are expected to model positive and respectful relationships with pupils, parents/carers, staff and partners. If inappropriate behaviour is witnessed, the campus community are encouraged to challenge such behaviour by speaking out. It is important that bullying type behaviour is reported immediately to any member of staff or key adult. 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.

**Children were very clear that 'we listen to both sides of the story'**

Anyone who is 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. Adults 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.

In line with Renfrewshire Council's Anti-bullying Policy, when responding to incidents or reports of bullying behaviour adults should ask:

- What was the behaviour?
- What was the impact of the behaviour?
- What does this child want me to do?
- What do I need to do about it?
- Is there any evidence of prejudiced behaviour or attitudes?

**Parents agreed that exclusion is not an appropriate solution to bullying and expressed a desire to work in partnership with the campus to resolve any bullying issues**

It is essential that there is trust within the Campus to manage day to day incidents and that, where appropriate, everyone feels able to contact the school to discuss or share information that the school may not be aware of or that a





child has reported to them. The school encourages contact to be made as early as possible so that we can work together to manage any concerns.

Reports of alleged bullying will be investigated and any remedial action required will be implemented within 3 working days. Outcomes will then be communicated to the affected parties. Not all disagreements are necessarily bullying, and behaviour and impact should be considered before deciding if it is bullying and, therefore, whether it should be recorded.

We also recognise that managing bullying behaviour and restoring relationships can take time and that this can be worrying and frustrating. We ask you to remain patient throughout this time. We will share information regularly on the progress of interventions and/or support.

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. 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 that require addressing. To this end, recording is an improvement tool. See section 9 of Renfrewshire Council's Anti-Bullying Policy for more details.

When bullying behaviour has been exhibited, help and support will be given 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

In situations where pupils demonstrate bullying behaviour, they will be provided with clear expectations about their behaviour which will be shared with their parents/carers as well as a range of appropriate ways to respond which will be



shared with all key members of the Campus community. This 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.

We encourage and actively promote positive home/campus partnership working. We seek to foster trusting relationships across the Campus built on mutual respect and honesty. We recognise that bullying behaviour can have a significant impact on a person or family's wellbeing and would advise any concerns to be reported as quickly as possible with a view to working together with the school to support their child.

Appropriate action, for those bullying and those experiencing bullying, will be discussed with all involved to ensure transparency. The aim of all actions is to ensure the safety and wellbeing of the Campus community and where possible to restore and/or develop respectful and positive relationships.

Often bullying behaviour happens online. It is important that we maintain our ethos of 'Respect for All' in this environment, as well as in person. We strongly encourage monitoring the use of technology and adults should challenge any negative usage, as well as support anyone receiving bullying messages, by ensuring social media accounts are private and used appropriately.

Inappropriate online usage can be reported to Police Scotland, however, informing the school of misuse is also helpful.

## **Next Steps**

Children were keen to install a 'Buddy Bench' at both ends of the playground.

## **Policy Creation and Review**

This policy is designed to serve all members of West Johnstone Campus Community and as a result, pupils, parents/carers, staff and partners 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 Campus 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 to Anti-bullying 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.

We have also worked in partnership with Brian Donnelly, a lead figure in the field of Anti-bullying.

# Positive campus culture and ethos

Social Skills

Positive Relationships

Mutual Respect

Emotional Literacy

Nurture

## Positive Behaviour Management

Issue

Is it bullying?  
Staff member investigates with 5 questions (page 8)

Evidence gathered and summarised

Feedback provided to all relevant parties

SLT kept informed

No – it is not bullying

Yes – it is bullying

SLT record incident

CT/Staff:

- Adapt learning environment
- GIRFEC
- SHANARRI
- HGIML/Parents Night

SLT kept informed

Restorative conversation

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected? How?
- What has been hardest for you?
- What can make things right?

Feedback provided to all relevant parties