



Anti-bullying: Respect Me Policy



Review Date: January 2022

Policy Statement

This Policy has been developed to take account of “Renfrewshire Council Children’s Services Anti-Bullying Policy” and the national guidance on anti-bullying, “Respect for All : The National Approach to Anti-bullying for Scotland’s Children and Young People.”

Renfrewshire Council’s Policy states, “Children have the right to be safe. Bullying impacts on this right and can affect their right to an education.”

Here at St. Fergus’ Primary, our aim is to create an environment where bullying cannot thrive. Our Vision, “Working together to promote, excellence in achievement and well-being for all” and our values of, God’s love, hard work, respect, positive attitude, responsibility and honesty encourage a climate of openness and a listening culture. We understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment. We strive to create an ethos which is both inclusive and equitable.

Definition

St. Fergus’ has adopted the definition of bullying used in “Respect for All: The National Approach”-

“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 and left out. 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.

During our consultation, we explored this definition with pupils, staff, parents and carers, all have agreed that this is the one we should use.

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity. We are committed to challenging all prejudice-based behavior and language at St Fergus’.

A more detailed summary of prejudiced-based bullying and be found within Renfrewshire Council’s Policy. (Appendix A.)

We recognise that all children have the right to be safe and bullying is 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).

Expectations and Responsibility

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. The Senior Leadership Team(SLT) will ensure all children know how to report any concerns about bullying behaviour.

All staff will be responsible for being aware of, and will implement the School’s anti-bullying policy and help create a climate of equality and fairness in the classroom. It is the responsibility of all to act as positive role models to contribute to a culture of positive behaviour and respectful relationships. Staff will ensure that children know how to recognise and report an incident of bullying behaviour.

Responding to Bullying

We recognise that bullying is made up of behaviour and impact and that is what we focus our response on. When responding to concerns about bullying, staff should ask the following questions:

- What was the behaviour?
- What impact did it have?
- What do I need to do about it?

We know that children value choice when exploring how to respond to bullying. Staff will explore options with children and work together to decide a way forward. Support will be ongoing and reviewed. At St. Fergus', we deal with both the behaviour and the impact in order to fully support children. This includes support for those children who bully.

Children who bully others will need help and support to repair relationships and make amends for their actions. In line with the feedback from our parents and carers, we will always offer support and guidance to families where their child has been bullying. There will be consequences for bullying, these will be determined on an individual basis and relate the behaviour and impact in each case.

These can include reduced time in the playground, time out, contacting parents or carers and engage in restorative work or agreeing behaviour contracts. Our pupils told us that these are the kind of things they would like to see happen when children are bullying.

We will notify parents once we have investigated concerns and feel that bullying has taken place. In line with parent and carers wishes, we shall work together to resolve these. We will support parents and carers to listen and support their child. However, we will always maintain the confidentiality of individual pupils in line with the Scottish Government policy : Getting it right for every child(GIRFEC).

We are solution-orientated in our approach and use restorative practice to ensure we are focusing on the behaviour and impact and not labelling the child.

Children told us that they knew they can tell a teacher or adult the trust. They also told us that they sometimes find it difficult to do this. They worry about making things worse or adults over reacting. They know this is an emotional issue that can make parents and carers feel angry and upset but our pupils stressed that they need them to be 'calm' and to 'not jump in'. We are asking all adults, staff, parents and carers to be mindful that they respond sensitively and ensure a child feels listened to and safe. As a result of this feedback on it being difficult to tell, we will also put in place comments or worry boxes that children can use to share concerns across the school.

Our Whole School Approach to Anti-Bullying

As a school, we have adopted many approaches to prevent and reduce incidences of bullying and promote respectful relationships. Parents and carers feel the schools 'open door' policy has been effective and it helps to deal with concerns quickly.

All of our work supporting children's health and wellbeing is underpinned by GIRFEC. Our termly Well-being Webs provide all children with the opportunity to discuss any worries or concerns both in school and in the community

with staff. These filter into regular GIRFEC meetings with the Senior Leadership team to ensure that all children's needs are catered for.

- During our weekly whole school Assemblies we reinforce our Aims, Vision and Values and how we can live these out on a daily basis within St. Fergus'.
- We have created our own school prayer which helps to create an ethos of love, peace and respect uniting everyone in the school as one.
- We regularly have themed Assemblies which addresses areas such as online safety, equity and equality and prejudiced based language or threats which is never acceptable in St. Fergus'.
- We have a Buddying System and pupil led activities, such as Digital leaders, Spanish Ambassadors, Eco Committee, Pupil Council, Mini Vinnies, Library Monitors all contribute to fostering respectful relationships and responsibility with the school.
- The reward system we adopt within St. Fergus', House Points, Head Teacher Awards, Star Readers, Minute to Win It, Effective Contributors etc., all focus on the promotion and recognition of positive behaviour.
- We raise awareness during Anti-bulling Week where Class Teachers complete various activities from posters to dramas and these are showcased during our Weekly Assembly.

Pupil Voice

We committed to ensure all children had a voice in the development of our anti-bullying policy and their feedback is included throughout the policy. Pupils told us that they want bullying to stop, that they know it is unkind. They used the word 'kindness' a great deal. To gather their views we undertook the following work -

- During our weekly Assembly the children completed activities in relation to what "respect" meant to them and the Pupil Council developed this further seeking the views of staff members.
- The views of the children were also sought through completion of the Respect Me Questionnaire.
- Our Primary 4-7 children took part in anti-bullying workshops which then involved their parents during an open evening to raise awareness on anti-bullying.

All Staff members completed the questionnaire and received anti- bullying training. All staff, including SLT participated in a self-evaluation exercise in order to review our current policy and practice.

Parent and Carer Voice

It was vital to us in St. Fergus' to work alongside our parents and carers and involve them in the development of our anti-bullying policy.

- Consultation began with the Parent Council aiming to establish a focus group.
- Online Questionnaires were completed and parents were invited to attend Open Evening.
- During Parents' Evenings, the SLT consulted parents and carers on the Aims and Values of the school and Curriculum rationale.
- Our Head Boy and Head Girl completed the parental online survey during parent's night to ensure all views were gathered.

The majority of parents and carers consulted were confident in the schools ability to respond to bullying. Most feel they get the information they need. Many that were consulted see exclusion as an option but they also reflected a view that exclusion was ineffective or should only be used as a last resort. Almost all parents and carers stated that it is a joint responsibility between them and the school to teach children about relationships. They value

communication. Based on their feedback, we will continue to work in partnership with families to address any concerns they have and support them if their child is being bullied or is bullying.

When asked to describe the school, the three words used the most were Caring, Approachable and Friendly.

Reporting/Recording

In line with Renfrewshire Council's Policy, each incident of bullying which takes place in a school will be recorded in the Bullying & Equalities module within SEEMIS Click & Go, which is the main information system used to hold pupil information in Scottish schools.

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 or personal or additional support needs and wellbeing concerns and
- Actions taken including resolution at an individual or organisational level.

Renfrewshire Council staff should use their professional judgement when deciding when to record on the SEEMIS module. In line with the national guidance and this policy, not all disagreements between children and young people are necessarily bullying and staff should consider the behaviour and the impact before deciding if it is bullying and should be recorded. The purpose of recording is for schools to learn about what kind of bullying is happening in their school and to identify if there are trends or issues that require addressing, based on what the recording tells them. It should be seen as an improvement tool.

Review

This policy will be reviewed every three years in line with Renfrewshire Council's Policy