



## Anti-Bullying Policy



### **Introduction**

In line with Renfrewshire Council's Anti-Bullying Policy our aim is to create an environment where bullying cannot thrive, we support their aim to promote a culture of positive behaviour and respectful relationships in our school.

Renfrewshire Council's Policy can be found here and should be read in conjunction with this policy

[http://www.renfrewshire.gov.uk/media/2043/Anti-Bullying-Policy/pdf/Anti\\_Bullying\\_Policy2.pdf?m=1535032176043](http://www.renfrewshire.gov.uk/media/2043/Anti-Bullying-Policy/pdf/Anti_Bullying_Policy2.pdf?m=1535032176043)

If parents or carers ask to see the school's anti-bullying policy, we should offer them both the Renfrewshire Council Policy and the St James' Primary one.

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 Senior Leadership Team in conjunction with the Head Teacher will ensure that incidents of bullying behaviour are dealt with swiftly and the appropriate actions are taken.

### **Creating an environment where bullying cannot thrive**

St. James' is a very welcoming, happy and caring school community where pupils are supported to achieve their full potential. Our pupils, staff and parents work together to ensure this, and we are all very proud of our school.

Our Vision for St James' is ***Shaping Futures and Inspiring Limitless Possibilities.***

Our School Aims to achieve the 5A's;

#### **Align**

Ensure every child, parent/carer & team member is aligned and committed to our most important priorities by:

- Embedding our vision, values & strategic aims
- Effectively communicating & engaging with all stakeholders
- Developing a high performing team and culture

#### **Assure**

Encourage ownership for continuous improvement and quality assurance by:

- Establishing a robust quality assurance calendar
- Developing effective tracking & monitoring procedures.
- Utilising effective self-evaluation procedures



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### Attain

Enable children to achieve their personal best by:

- Creating a collaborative curriculum (pupils & team) which teaches learners how to think
- Ensuring high quality planning, assessment, teaching, moderation & outcomes
- Developing purposeful parental engagement

### Achieve

Value and celebrate pupils' unique talents by:

- Creating opportunities for pupils' interests to flourish
- Developing effective community engagement & partnership working
- Recognising, celebrating & awarding success

### Attract

Become the most sought-after school in Renfrewshire by:

- Ensuring an inclusive and nurturing culture
- Consistently delivering excellence
- Shaping futures and inspiring limitless possibilities

All our work on behaviour and relationships is focused through our values of

**Commitment**

**Respect**

**Kindness**

This is how we help create the right environment where pupils feel safe and respected and where bullying cannot thrive.

### What is bullying?

We recognise that bullying has a different kind of impact from other behaviour, it affects how children see themselves and the choices they can make. Children who are bullied feel unsafe and other people affect the things they feel they can do. At St James' Primary School we define bullying as

*"Bullying is both behaviour and impact: the impact is on a person's ability to feel in control of themselves. It is unkind behaviour that make people feel hurt, threatened, frightened and left out."*

Pupils at St James' have explored this definition and agree that it is what we should use here. Parents and carers were also consulted on this and agree with the definition.



Bullying 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. This behaviour happens face to face and online.

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 child or young person's identity or circumstance. Prejudice-based language and behaviour will always be challenged at St James'.

### **Children's Rights**

Children have the right to be safe. Children's Rights sit within a document called the United Nations Convention on the Rights of the Child UNCRC. The UNCRC has 54 articles that cover all aspects of a child's life and sets out rights that all children everywhere are entitled to. This includes the right to be safe, the right to an education and to have your views taken into account.

Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. We will make sure that our anti-bullying work at St James' is informed by the UNCRC and that our staff and pupils are aware of Children's Rights.

### **Responding to Bullying**

If a pupil is concerned about bullying, they can approach their teacher and share this. If they are not confident to talk to their teacher, they can approach any teacher or member of staff they feel comfortable talking to. They can tell a parent, grandparent or carer who can share this with the school.

Children should also be signposted to Childline (0800 1111) as they may value the chance to chat to someone who does not know them as a way of coping.

We know that bullying is made up of both behaviour and impact, when investigating and responding to concerns about bullying, we will always look at both behaviour and impact.

Staff at St James' Primary School will always ask –

*What was the behaviour?*

*What impact did it have?*

*What do I need to do about it?*

We will always ask children who are being bullied what they would like us to do as well and ensure they can influence the direction we take to support them and their families. The parents and carers we spoke to like this approach and felt it was something they could use also.



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We know that sometimes hurtful behaviour or words can have no impact. At St James' Primary, unkind behaviour, harmful or prejudiced-based language will always be challenged no matter what impact it has.

Our pupils also told us that sometimes a person can feel bullied, but they have not been, sometimes children can over-react to low level behaviour. We will always deal with how a child feels regardless of the behaviour.

***Our approach at St James' is to explore behaviour and impact, and to respond appropriately to both.***

Pupils value choice when responding to bullying. It is our role as adults to explore their options and choices and to find a route that works for them. Some children will prefer to talk about how they feel, some may draw or explore it in other ways, some cope through art, drama and sports.

Some will cope better than others with behaviour and may be able to use verbal skills more than others. It is through exploring what they feel works for them that we find solutions and help children regain a sense of control and influence over how they feel.

#### **What can Pupils expect at St James' Primary School?**

##### **Pupils can expect -**

- To be treated fairly
- To be safe and to be themselves
- To be listened to and involved and asked about what is happening to them
- That bullying will never be ignored
- Children who are bullied will not be kept in at break or have reduced access to the playground.
- To be supported and helped when bullied, we will always address the impact of bullying and support children and their families to feel safe and that children who are bullied are helped to feel like themselves again. We will monitor this in an ongoing basis and recognise the impact of bullying can continue after incidents have been resolved.

##### **Children who have bullied others can expect -**

- That there are consequences for bullying other pupils. These will vary in severity depending on each situation and how well they have responded to initial responses.
- We understand that all behaviour is communication. We need to help children and young people who are bullying by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We will challenge prejudice and offer the opportunity to learn and change behaviour.
- In line with the feedback form parents and carers we recognise that those who are bullying should get support from both parents and the school and that bullying should be dealt with fairly and consistently. Our parents and carers told us that bullying was a very serious issue but recognised that exclusion is not always the answer, and many felt it was only ever appropriate as a 'last resort'.
- We will not label children wherever possible – we shall instead focus on labelling the behaviour and helping them change that.
- Reduced time in the playground and increased supervision.



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### **Pupils feedback**

Our pupils told us that they felt teachers deal with bullying most of the time but sometimes they feel the school could do more.

All pupils reflected an understanding that bullying is unkind and should stop but some don't see certain behaviour as bullying. Many feel bullying is only physical and happens when people argue, but this changes as they get older where they feel verbal bullying is more frequent. They also feel that boys are mostly physical, and girls use words more.

Our pupils responded well to the definition of bullying as behaviour and impact and agree this is the right way to deal with bullying – focussing on what someone did and the impact it had. They realise that this can be based on a one-off incident where they are worried about it happening again as well as behaviour that does happen repeatedly.

All of our pupils knew that if they were worried, they can tell an adult they trust, but sometimes they worry that this can make things worse or the adult may over-react or may not take it seriously. Even as young as P2 some pupils worry about what will happen if they 'tell'.

We will ensure our pupils always feel listened to and recognise that their behaviour can communicate they are unhappy as well as the words they use.

### **What can our Parents and Carers expect?**

As part of this policy development process we spoke to parents and carers and they told us that partnership with the school was vital. Feedback suggests this is an area that we need to focus on improving. 14% of our parents and carers felt we could do this better and almost 30% said they were not confident the school would deal with bullying effectively. They value communication and being involved early.

Parents will be informed when there are concerns about bullying. The school will investigate these first and make a judgment on the severity of the behaviour and the impact before contacting parents or carers.

Parents wanted more training for staff and the school has provided this as well as information evenings for parents to share this new policy and approach.

97% of our parents and carers agree that it is a joint responsibility to teach children about relationships and behaviour, and 96% would expect support if their child was bullying. This shows an overwhelming desire for partnership with the school and a recognition that partnership with parents is essential for success.

St James' Primary School commits to ensuring we always work in partnership with parents and seek to support each other when a child is being bullied and when a child is bullying.

Bullying behaviour can also happen online. We strongly encourage parents and 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 have appropriate age restrictions in place.



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### **Monitoring and Recording Bullying**

In line with Renfrewshire Council guidelines, all incidents assessed as bullying will be recorded on SEEMIS, our electronic management of information system, within the Bullying & Equalities module. 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.

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

### **Training**

All staff at St James' have had training on this approach to anti-bullying.

### **Review**

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