

# ST. PAUL'S PRIMARY SCHOOL



## Anti-Bullying Policy

Date policy written:	February 2019
Date policy impact assessed:	March 2019
Policy due for review by:	February 2022

This policy has been impact assessed by Louise A. Maher and Anne Louise Nicholson in order to ensure that it does not have an adverse effect on race, sex, gender, religion & belief, age or disability equality.

## **Introduction**

Renfrewshire Council is committed to providing a safe, supportive environment for all people in its educational establishments. Here at St. Paul's Primary School, the values we aim to be are Spiritual, Talented, Passionate, Ambitious, Understanding, Loving and Successful. We understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment. Here in St. Paul's Primary School we take bullying and its impact seriously. It is unacceptable and must be addressed quickly. We have the potential to make a positive impact on the emotional health and wellbeing of children and young people now and in their adult lives through effective anti-bullying approaches. This policy sets out to inform the whole school community on these approaches within our school. This policy has been developed in line with Renfrewshire Council Children's Services Anti-Bullying Policy (RCCSABP) and the National Approach.

## **Rationale & Aims**

The aims of this policy are to:

- create an environment where bullying cannot thrive
- continue to support the development of respectful relationships amongst children and young people in St. Paul's Primary School

## **What is Bullying?**

St. Paul's Primary School adopts the Renfrewshire Council definition of bullying, used in 'Respect for All':  
*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. Bullying can take place face to face (in school, on school transport) and/or online. More detailed examples of bullying-type behaviour can be found in RCCSABP (sections 4.2 & 4.3).

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; it can be based on characteristics unique to a child or young person's identity or circumstance. These differences include, but are not limited to, the protected characteristics covered by the Equalities Act 2010: disability; gender reassignment; pregnancy & maternity; race; religion & belief; gender & sexual orientation. 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 of RCCSABP provides a more detailed summary of prejudice-based bullying.

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. St. Paul's Primary School recognises that all children and young people 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 Responsibilities for all Staff, Parents/ Carers and Children/Young People**

### **Staff should:**

- Alert management team immediately if bullying is suspected or if it has been reported
- Have a clear understanding of St. Paul's Anti-Bullying Policy and their role within that
- Identify the individual needs of the children involved, in line with the spirit of the GIRFEC model
- Have high expectations of themselves and others and have respectful relationships which are promoted and modelled by all
- Continue to embed the 6 Principles of Nurture within the whole school
- Use appropriate educational tools to promote respectful relationships, e.g. ICE pack, Mindfulness, Emotion Works
- Provide effective supervision in the school building as well as in the playground
- Listen and take children seriously
- Share concerns appropriately and seek support where appropriate
- Ensure children know how to report a bullying incident
- Promote day to day equality in their practice
- Ensure parents understand the process of complaint, what will happen next and when you will meet again after looking into the incident(s)
- Follow the appropriate timescales and the clear monitoring and recording process
- Resolve incidents of bullying proactively, using a respectful, proportionate and holistic approach which takes account of the impact of the incident as well as any underlying prejudice or other negative attitudes
- Ensure copies of School and Authority Anti-Bullying policies are accessible to families

When responding to bullying or suspected bullying, staff should ask themselves the following questions:

- What was the behaviour?
- What impact did it have? then
- 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?

### **Parents and Carers should:**

- Listen carefully & calmly to your child
- Talk to them about keeping safe online as well as keeping safe face to face
- Ask your child what they want you to do about what they've told you
- Help your child to come up with some ideas they may be able to try to address the behaviour & help them carry this out. Your child should never be encouraged to respond with aggression in school
- Direct your child to further information and advice if needed
- Contact a member of school staff that your child trusts and share with them what has been happening, giving as much detail as you can
- Keep communication open as your child will probably want as little fuss as possible
- Agree a plan of action with the school and a time to meet again as time will be needed to investigate the incident(s)

### **Children & Young People should:**

- Use the different ways to tell an adult if they're worried e.g. confidential notes, worry boxes, worry monsters, surveys, telling a trusted adult at home or in school, sharing experience within nurture group or within a Place2Be session, requesting private Time2Talk with Place2Be staff.

- Use the different ways available to help calm their emotions e.g. chill baskets with sensory toys, mindfulness colouring, mindfulness exercises,
- Be respectful to others in school
- Tell an adult if they feel they are being bullied
- Tell an adult if they think they see someone else being bullied
- Have an awareness of what bullying behaviour and how this differs from unacceptable behaviour, which should still also be reported to an adult

### **Strategies & Approaches**

It is the responsibility of staff and parents to support, listen, respect and respond to the child experiencing bullying behaviour. Support is also given to the child carrying out the bullying behaviour so that bullying cannot thrive in St. Paul's school.

St. Paul's Primary has adopted a Relational Approach within the school where we see all behaviour as a vital means of communication. We seek to identify the immediate and hidden needs being expressed through behaviours and respond to them quickly and creatively. Appropriate sanctions would still be agreed as a result of bullying behaviour and this will be shared with the carer of the child carrying out the bullying behaviour. The person being bullied and their family will know that appropriate sanctions have been put in place.

The whole school has developed a nurturing approach which aims to recognise that positive relationships are central to both learning and wellbeing.

It is based on the understanding of 6 Nurturing Principles:

1. Children's learning is understood developmentally.
2. The environment offers a safe base.
3. Language is a vital means of communication.
4. All behaviour is communication.
5. Transitions are important in children and young people's lives.
6. A nurturing approach can be applied.

Other strategies and approaches used across the whole school also include Emotion Works approach and the Playback ICE pack used across the whole school for consistency of approach. In St. Paul's we also offer a variety of clubs and activities across the school year to help build positive relationships. We provide a well supervised playground during school hours which has a variety of fun equipment, chosen by the pupils, again to foster positive relations throughout the school day. We also make use of buddy systems and a variety of Health and Wellbeing activities.

### **Reporting, Responding and Recording Concerns**

Each incident of bullying which takes place in a school or on school transport 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. Recording will take place in line with Renfrewshire Council policy.

Parents and carers should report any concerns over alleged bullying to any trusted staff member who will direct the concern to a member of the management team. Reports of alleged bullying made by parents/carers/others will be treated as bullying 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 and their families. 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 investigation 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 are able to follow Renfrewshire Council's complaints procedure, details of which are on Renfrewshire Council's website or can be provided by the school.

## **Consultation**

We asked the children and young people and they said they wanted to feel safe in school and to continue being listened to. They are able to identify the various ways that they can help calm themselves or who to speak to but they felt a reminder of this at assemblies would be helpful to them and others. Our children want to know that the matter will be dealt with and they can go back to learning and playing without a big fuss being made. They want to know that the children carrying out the unacceptable and / or bullying behaviour will be helped to make things better for everyone.

Our families told us they want to know that they are listened to and that something will be done. It's important to them that the child being bullied gets help and that the children receive support in school to know how to report bullying if it's happening to them or someone else. Our families also recognise that the child carrying out the bullying should also get help and they would welcome, as well as their parent receiving support (through hints or advice on how to help their child make more positive behaviour choices). It's important to our families that they are updated after reporting bullying behaviour so they are aware of the outcome.

## **Links with other policies**

Health and Wellbeing

Rights Respecting Schools Key Articles:

*Article 2 – I should not be treated unfairly, on any basis.*

*Article 3 – All adults should do what is best for me & think about how their decisions will affect me.*

*Article 4 – The government should create an environment where I can grow & reach my potential.*

*Article 5 – Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.*

*Article 12- I have the right to give my opinion and for adults to listen and take my opinions seriously.*

*Article 13 – I have the right to find out things and share what I think with others.*

*Article 15 – I have the right to join groups and choose my own friends.*

*Article 16 – I have the right to privacy.*

*Article 17 – I have the right to get information that is important to my well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information I am getting is not harmful, and help me to find and to understand the information you need.*

*Article 19 – I have the right to be protected from being hurt and mistreated, in body and mind.*

*Article 28 – I have the right to a good quality education & go to school to the highest level I can.*

*Article 37 – Nobody is*

*allowed to punish me in a cruel and harmful way.*

*Article 39 – I have the right to help if I've been hurt, neglected or badly treated.*

*Article 40 – I have the right to legal help and fair treatment in the justice system that respects my rights.*

*Article 42 – I have the right to know my rights. Adults should help me learn about them.*

## **Review Date**

May 2021