



# Respect for All Policy

## May 2018

### Purpose and Vision

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.

It is our aim that all members of our school community will contribute to a positive school ethos in which bullying behaviour, regardless of type, is not tolerated. Our school values underpin our approach to Respect for All:

Friendship

Respect

Aspiration

Community

Kindness

It is the responsibility of all pupils, parents and staff to ensure that all members of our school community feel safe and valued able to build, strong, positive relationships which celebrate diversity, equality, equity and encourage Respect for All. Working together we can promote an ethos where everyone is supported to achieve their maximum potential. To ensure that this is carried out effectively, we have engaged the services of an independent consultant who was involved in developing, local and national anti-bullying policies to consult with parents and discuss their ideas and opinions about respect for all in the Todholm community.

In keeping with the national aim that all sectors and communities, at a national and local level, are consistently and coherently contributing to a holistic approach to anti-bullying, the Todholm Primary School community is committed to ensuring:

- All our children will grow up free from bullying and will develop respectful, responsible and confident relationships with other young people and adults;
- Our children and their parent(s)/carer(s), will have the skills and resilience to prevent and/or respond to bullying appropriately;
- Every child who requires help will know who can help them and what support is available; and
- Adults working with our children will follow a consistent and coherent approach in dealing and preventing bullying.

- **Principles**

The principles of Respect for All within Todholm Primary School:

- We will promote positive relationships and behaviours amongst 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 continue to work together to develop a culture of mutual respect and responsibility amongst all members of our school community;
- We will seek to prevent and address bullying, through the implementation of effective practices;
- We will address all areas of prejudice in order to make sure all types of prejudice based bullying are treated with equal importance (including bullying based on the 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 the Human Rights Act 1998;
- We will seek to understand the experiences and address the needs of our children who are bullied as well as those who display bullying behaviour, within a framework of respect, responsibility, resolution and support;
- We will share information where appropriate and work jointly to make sure we are co-ordinated and cohesive in all that we do; and
- We recognise bullying behaviour can have an adverse/detrimental effect on personal development and we will try to ensure that every member of our school community will have the same opportunities and an equal chance to succeed.

### **The Equality Act 2010**

The Equality Act 2010 creates a duty on all 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.

The nine protected characteristics are:

- Age;
- Disability;
- Gender Reassignment;
- Marriage and Civil Partnership
- Pregnancy and maternity

- Race;
- Religion or belief;
- Sex; and,
- Sexual Orientation.

### **What do we mean by bullying?**

Bullying is both behaviour and impact; the impact 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)

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 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 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 (face to face and/or online); and/or
- 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 appearance.

Online or "cyber bullying" 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/or online.

### **When is it not bullying behaviour?**

In Todholm it is important that our children are able to discuss how they feel and develop resilience to manage their relationships. We know that children 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 behaviour are key elements to ensuring we get it right for all members of our school community. The implementation and embedding of the PATHS programme throughout the school enables children to explore and articulate their feelings and related emotions and behaviours and to discuss appropriate and inappropriate reactions in a wide range of everyday scenarios.

### **Behaviour Expectations**

We have high expectations of conduct from all members of our school community. We build our school culture and ethos on a basis of respect. Alongside the development of nurturing approaches we actively seek to build positive relationships between pupils, staff and parents.

Typical behaviours we encourage and praise include:

- Kindness in words and actions towards others;
- Acceptance of diversity;
- Listening attentively;
- Encouraging positive behaviour in others;
- Standing up against negative behaviour;
- Including others; and
- Prompt reporting of bullying behaviour.

### **Responsibilities of Pupils**

As a school community we fully embrace the PATHS programme as an integral component of our Health and Wellbeing curriculum. It is the responsibility of all members of our school community to demonstrate Respect for All at all times. In situations where children witness behaviour which is not appropriate towards others, they are empowered to challenge such behaviour by speaking out. It is important that children report bullying behaviour immediately to their teacher or another member of staff. Children who are displaying bullying behaviour and those who are subjected to such behaviour are encouraged to participate in restorative discussions and activities to resolve issues and minimise the impact of the incident.

### **Responsibilities of Staff**

As a nurturing school community which promotes positive behaviour, all members of staff are expected to model positive relationships with children, parents and staff. If staff witness or have an incident of bullying reported to them, they will deal with the situation immediately. Staff should challenge all forms of bullying behaviour, including the inappropriate use of language such as “that’s gay” at the time of occurrence and use each situation as a learning

opportunity. All incidents must be reported to the Anti-Bullying Co-ordinator, Mrs Reid (DHT), for logging and further action if appropriate.

SMT and teaching staff will take a lead role in supporting and challenging children to sustain positive relationships and build skills to improve resilience and abilities to form positive relationships with others.

When responding to incidents or accusations of bullying staff will consider:

- The nature of behaviour;
- The impact of behaviour;
- The action required; and
- The attitudes and prejudices or other factors that influenced the behaviour.

Pupils who are exhibiting bullying behaviour will be given help and support through the PATHS programme to:

- Identify the feelings that cause them to act this way;
- Develop alternative ways of responding to these feelings;
- Understand the impact of their behaviour on other people; and
- Repair relationships.

Children who demonstrate bullying behaviour will be provided with clear expectations about behaviour as well as a range of appropriate ways to respond. This may 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. Consideration will be given to any factors that may impact upon a child's wellbeing, including whether any additional support for learning is required.

### **Responsibilities of Parents and Carers**

We encourage and actively seek positive home/school partnership working. Being subjected to bullying behaviour can have an impact on a child's demeanour and general mood or wellbeing. Parents should report any changes in their child that they are concerned about. Daily family discussions about school and probing further rather than accepting "fine" as an answer to how a child's day has gone will help children to communicate about the behaviour they are experiencing or displaying.

Reassuring children that they are not deserving of such behaviour and that they have the skills and ability to stand up to bullying behaviour and also to seek support, will help build confidence and resilience.

Frequently bullying behaviour happens online. We strongly encourage parents/carers to monitor their child's use of technology and ask them to challenge any inappropriate usage as well as support their child if they are receiving bullying messages by ensuring social media accounts are private and only agreed friendship groups are able to post messages etc. We also facilitate related annual information sessions for parents. Inappropriate online activity can be reported to Police Scotland by parents; however reporting misuse to SMT will also allow supports to be put in place in school if required.

## A Whole School Approach to Prevent Bullying

It is the responsibility of all members of our school community to prevent bullying. There are specific strategies which we are committed to as a school community:

- Positive school culture and ethos;
- Anti-bullying professional learning;
- Recognising and realising children's rights;
- Rights Respecting School;
- Creating inclusive and supportive learning environments;
- Solution based approaches;
- Nurturing approaches;
- Health & Wellbeing Curriculum - PATHS Programme;
- Pupil Wellbeing and "Have Your Say" tracking sheets;
- High Profile Anti-Bullying Week Focus;
- SEEMIS Wellbeing Plans;
- Renfrewshire Anti-Bullying Recording Practice and Procedures;
- P7 –P1 Buddies;
- P6 Play Leaders;
- Internet Safety Programmes/Workshops for pupils and parents;
- Termly GIRFEC and Tracking Meetings;
- Staff/SMT/Support Staff Meetings;
- P3 Screening Meetings;
- Support from partner services and agencies as required, e.g. Home Link.

As a school community we:

- Take complaints about bullying seriously;
- Know and promote the Respect for All policy;
- Challenge inappropriate behaviour immediately;
- Are proactive in tackling bullying before it happens; and
- Ensure all children, parents and staff are included, engaged and involved and have the opportunity to participate fully in our school community.

## Recorded Bullying Incidents

In line with Renfrewshire Council guidance, all incidents assessed as bullying will be recorded on SEEMIS, our electronic management of information system. SMT, including PTs can access the "Bullying Log" in SEEMIS through Management>Bullying and Equalities. However, responsibility for dealing with and recording specific incidents of bullying behaviour will be the responsibility of the Anti-Bullying Co-ordinator. Each incident recorded should include the following details:

- Pupil information relating to those experiencing and displaying bullying behaviour;
- Details of alleged incident;
- Nature of incident including the characteristic of the type of behaviour;
- Procedures to monitor and review targets with dates as required; and
- Progress of outcomes following the review (within set timescale).

Parents and carers of all pupils should be informed and details recorded on SEEMIS Pastoral Notes. It is essential that SMT should refer to the Bullying Log and Pastoral Notes when recording new incidents to compare information and highlight patterns of behaviour. Concerns will be discussed at SMT meetings and these plus agreed actions will be recorded on the related minutes.

## Policy Creation and Review

This policy is designed to serve all members of Todholm Primary School Community and as a result children, parents and staff have all been consulted in relation to the creation of this policy. We are aware that the nature of bullying behaviour is ever changing and that it is essential that our Respect for All policy is relevant and responsive to the needs of our school community. We are committed to reviewing and amending the policy, as required, on a three yearly cycle.

## Acknowledgements

This policy has in the most part been derived from guidance and information shared in **Respect for All: The National Approach to Ant-Bullying for Scotland's Children and Young People 2017.**

