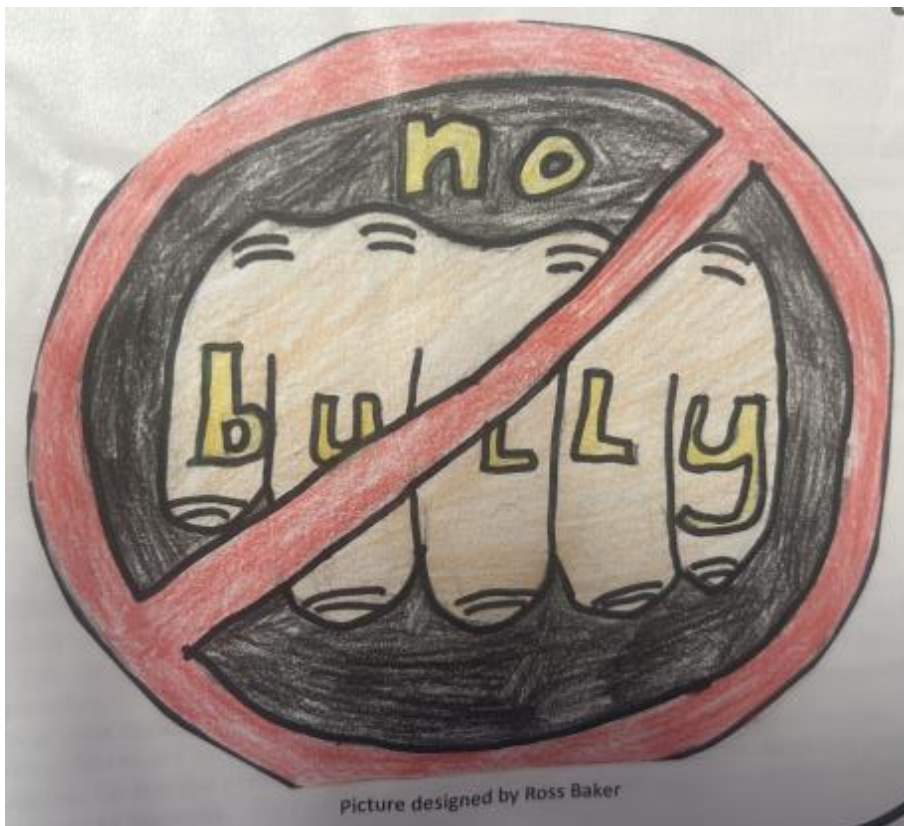




Anti-Bullying Policy



Picture designed by Ross Baker

This policy has been written following consultation with all stakeholders - pupils (pupil voice sessions led by House Leaders), parents/carers (online survey and parental workshops) and staff (learning conversations). *The sections in italics represent pupil voice.*

Policy Statement

Wallace Primary School and Early Learning and Childcare Class' (ELCC) vision is that all children are **Happy Together. Learning Together. Succeeding Together.** *Bullying makes children sad* and is a breach of their rights. Wallace community agree that bullying impacts a person's ability to be happy, learn and succeed, thus not fulfilling the vision. At Wallace we work to create an environment in which bullying does not thrive and is not acceptable. Wallace Primary School and ELCC aims to create an environment where children have the right to learn and be happy, safe and secure.

Renfrewshire Council is committed to the personal and social wellbeing of all children and young people. In line with 'Respect for All – The National Approach to anti-bullying for Scotland's children and Young People', Getting it Right for Every Child (GIRFEC), United Nations on the Rights of the Child (UNCRC) and The Equality Act (2010). Renfrewshire Council aim to create environments where children feel safe and bullying cannot thrive. Wallace Primary School and Nursery Class Anti-bullying Policy is written in line with Renfrewshire Council Anti-bullying Policy.

Definition

Wallace Primary School and ELCC adopts the following definition of bullying:

'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.'
(Respect Me, 2015)

Wallace community see bullying behaviour as:

- * *Emotional Abuse - Being unkind, hurting another's feelings, hurting people inside, when someone picks on someone else, Being Excluded/Isolated, Targeting a Child*
- * *Physical Abuse - Hitting, kicking, punching, pushing, threatening behaviour/language*
- * *Verbal Abuse - Name Calling, Teasing, Swearing*
- * *Breaking/vandalising a child's property, stealing*
- * *Peer Pressure*
- * *Online Bullying - Cyber Bullying: when people are mean to you online*
- * *Targeting Specific Traits** – discrimination – not including people because of who they are*

**Targeting specific traits or characteristics can result in prejudice based bullying. Prejudice based bullying include the protected characteristics as covered by The Equalities Act (2010):

- | | |
|---|--|
| * Age | * Disability |
| * Gender Reassignment | * Pregnancy and Maternity |
| * Marriage and Civil Partnership | * Religion and Belief |
| * Race | * Sexual Orientation (including gay, lesbian and bisexual) |
| * Gender (including transgender and non-binary) | |

Preventing Bullying Behaviour

Values

Wallace Primary School and ELCC sets high behaviour expectations based around our school values of:

- * Ambition
- * Friendship
- * Honesty
- * Kindness
- * Respect

Pupils, parent and staff recognise that Wallace values sets high expectations of behaviour and encourage positive relationships. One parent noted (2019 questionnaire), 'I believe that Wallace Primary makes it clear to all students that bullying is not acceptable in school and the creation of the school values and vision help to reinforce this.' Through embedding the values we strive to make Wallace a bullying free establishment in which all children feel happy, safe, included and able to reach their full potential with the support of others. This will be further reinforced with the development of the Positive Relationships Policy. [Parents surveyed as part of the antibullying policy review \(2023\) identified the positive impact that having a policy in place has on preventing bullying.](#) [Children's feedback \(2023\) stated that children should follow the school values to prevent bullying.](#)

Relationships

Wallace pupils, parents and staff pride themselves in the positive relationships across the school. This ensures that bullying does not thrive, pupils recognise *that teachers deal with bullying straight away and they always understand.* Parents/carers commented on the effective open door policy and approachable staff which allows for concerns to be dealt with quickly and effectively (2019 and 2023)

Health and Wellbeing Curriculum

The implementation of an effective health and wellbeing programme which focuses on building positive relationships, friendships, discrimination, types of bullying and how to prevent/deal with bullying. Key to this is recognising pupil responsibility in relation to preventing bullying behaviour. The children are made aware that they have a responsibility towards challenging inappropriate and bullying behaviour if they witness it. This includes the importance of speaking out and challenging inappropriate behaviour, reporting concerns to a member of staff, reporting to a trusted adult or using online support such as Child Line.

Rights Based Education

The school promotes the UNCRC weekly at stage assemblies, through the work of the Rights Committee and through rights based education being integrated into topics across the curriculum.

Pupil Voice Sessions

Pupils have monthly opportunities to work with P1-P7 pupils within their house. This builds effective relationships and allows pupils to influence the life of the school.

P7 Buddies/Nursery Ambassadors

P6 pupils adopt the role of Nursery Ambassadors and P7 pupils are paired up with a P1 pupil as buddies. This allows for effective relationships to be built with the younger and senior pupils within the school and nursery. It was recognised by pupils, parents and staff that this is effective in encouraging peer mediation in relation to bullying (2019 and 2023)

Whole School Strategies

Weekly assemblies focus on the school values. Children are rewarded for demonstrating these as well as stories/videos to reinforce them. Annually, there are focussed anti-bullying assemblies.

Classroom Strategies

Worry Boxes are in a number of classes which allows children to share their worries. In addition, the Review of the Week in the upper school allows children to note down their unique

response to the week. Staff valued this as a tool to supporting pupils and dealing with their concerns.

Positive Relationships Policy

Our Relationships Policy begins with a promise from the adults in school to provide a clear, consistent and calm approach to promoting positive behaviour. It is not primarily concerned with rule enforcement; the main priority of our policy is to promote positive relationships for children with peers and adults, with the common purpose of supporting everyone to learn in a nurturing, empathetic and respectful environment where everyone is Happy Together, Learning Together and Succeeding Together.

Progressive Health and Wellbeing Programme

A progressive programme covering all areas of HWB ensuring the learning for children is progressive, relevant and supports children in making informed choices to stay safe and healthy.

Areas for Action

Wallace Primary School and ELCC are committed to creating an ethos in which bullying does not thrive. As a result of the consultation process the following action points will be included in the School Improvement Plan:

- * Continue to work on improving the environment with all children through the RNRA.
- * Complete our LGBT Charter

Responding to Bullying Behaviour

Pupils, parents/carers and staff all agree that Wallace Primary and ELCC should work in partnership with families to deal with bullying. In addition, all agree that support needs to be provided to the pupil being bullied and restorative work with the person displaying bullying behaviour. Where appropriate there may be joint restorative work.(2019 and 2023)

There are times in which bullying does take place. The Head Teacher along with the lower and upper school Depute Head Teachers have responsibility for dealing with incidents of bullying behaviour. Together they will ensure that incidents of bullying are dealt with **immediately** (parental feedback from 2023 consultation identified the need for immediate action) manner and ensure support is in place for all children involved.

The Senior Leadership Team (SLT) will provide training for staff at Wallace to ensure they are familiar with the following steps to ensure all reports of bullying are dealt with in a consistent manner. Initial investigations may take place by teaching and support staff.

- * Investigate:
 - What was the behaviour?
 - What impact did it have?
 - What do I need to do about it?
 - What does the child or young person being bullied want to happen?
(Almost all parents believe that **all** children involved should be spoken to)
- * Communication between Staff/Parents/SLT
- * Work towards giving ‘the victim’ back what was taken away, **taking the child’s views about what they would like to happen** (updated from parental feedback 2023)
- * SLT work with person displaying bullying behaviour according to the Positive Relationships Policy and **consequences put in place as appropriate**. (e.g. *Reflection Time during intervals*) (updated from staff feedback 2023)
- * Record (SLT will record on Pastoral Notes and within the Bullying and Equalities module within SEEMIS)

Review

Wallace Anti-bullying Policy will be reviewed every three years in line with National Guidance.

Published - January 2019

Initial Review – November 2019

Three Year Review Date – November 2023

Updated June 2023

Three Year Review Date – June 2026

Appendix One – Parental Survey Results 2019

Results from the multiple choice questions within the parental online survey. Other questions required answers in prose and are represented throughout the policy.

2. I am confident the school deal with bullying effectively.

[More Details](#)

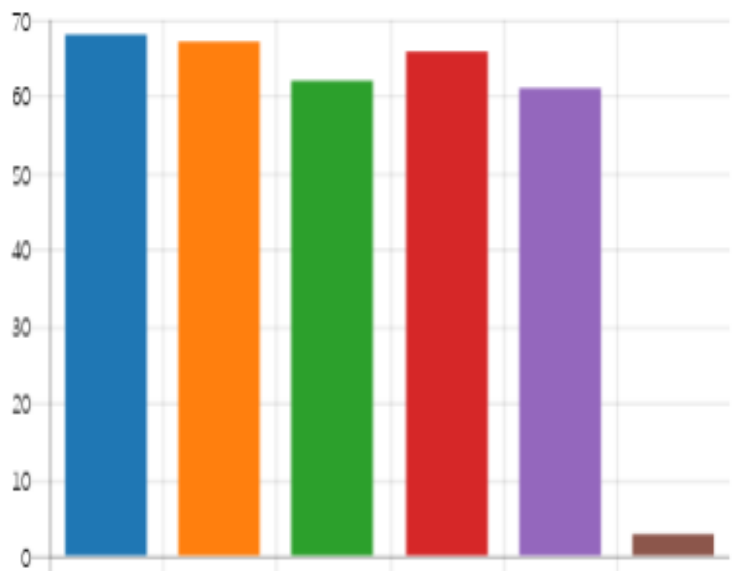
● Strongly Agree	16
● Agree	29
● Neither agree or disagree	29
● Disagree	2
● Strongly Disagree	0



3. What do you think children in Wallace Primary School need to know about bullying behaviour as part of the curriculum? (Please tick all which apply)

[More Details](#)

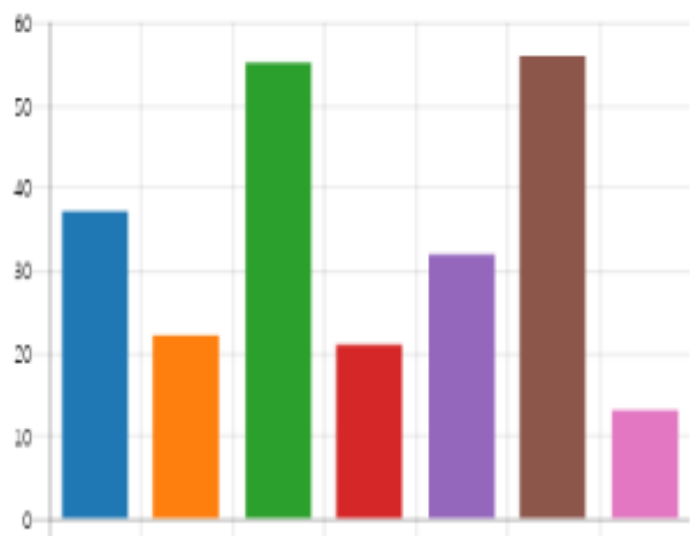
● Types of bullying behaviour	68
● Possible impact on person ex...	67
● Consequences for the person...	62
● How to respond and seek hel...	66
● Positive friendships - displayin...	61
● Other	3



4. How should children who bully be dealt with in Wallace Primary School? (Please tick all which apply)

[More Details](#)

● Reflection Time	37
● Time out of class	22
● Senior Management Interventi...	55
● Exclusion	21
● Spoken to in class as an indivi...	32
● All children concerned spoken...	56
● Other	13



5. If my child is bullying or displaying challenging behaviour which is impacting others, I would expect support from the school?

[More Details](#)

● Strongly Agree	62
● Agree	13
● Neither Agree or Disagree	1
● Disagree	0
● Strongly Disagree	0



6. Who is responsible for encouraging your child(ren) to maintain positive relationships and treat others with respect?

[More Details](#)

● Parents/Carers	9
● Staff	1
● Both	66



Appendix Two – Pupil Voice Survey Results 2023

Antibullying Pupil Voice Carousel Feedback March 2023

What are we doing well to stop bullying?	Byres	Kings	Glen	Green
Reflections and communication cards/consequences eg time out	*	*	*	*
Making up games and making the playground fun	*			*
Buddying/Playground Pals	*	*		*
Talk about it at assembly	*	*		
Nursery Ambassadors		*		
Pupil led learning		*		
School Values		*	*	*
Staff look out for children		*	*	*
Call/message parents			*	
Staff in the playground		*	*	

What could we do better to stop bullying?	Byres	Kings	Glen	Green
Make posters/advertise anti-bullying	*	*	*	
More playground stuff	*			
Speak to the bullies about what is wrong with them	*			*
Bigger consequences/punishments		*	*	*
Ban football		*		
Staff check ins after play time		*		
Show school values, especially kindness and respect		*	*	*
Include people in games		*		
Stick up for each other/help each other		*	*	
Speak to a teacher/member of staff if being bullied		*	*	
If someone hits you, hit them back			*	
Reward someone who stops bullying				*
Walk away			*	*

What are we doing well to help children follow school values?	Byres	Kings	Glen	Green
Learning rights and talking about how the values link to them	*	*		
Helping people when they do something wrong	*			
Talking about the school values when we do things	*	*	*	*
Assemblies	*	*	*	*
Consequences for not following values e.g. communication card, reflection		*		*
Playing together at break time		*		
Praise for following/showing values e.g. positive note, head teacher's award		*	*	*

What could we do better to help children follow the school values?	Byres	Kings	Glen	Green
Don't let the children take control over you	*			
Encourage more respect for the teachers	*			
Children should be kind to each other and show the values	*	*	*	*
More rewards for showing the school values e.g. post on Seesaw, house points, praise, golden time/free time,		*	*	
Teach specific lesson on the school values.		*	*	*
Assembly/song		*	*	*
Posters/displays		*		
Teachers give less punishments			*	
Having someone to talk to			*	
Set a good example				*
Consequences for not following the values				*

Appendix Three – Parental Survey Results 2023

Anti-Bullying Policy Parental Feedback March 2023

Background Information (On display for parents)

In Wallace Primary School we do the following to help prevent bullying behaviour:

- *HWB Programme
- *PAtHS Programme
- *Rights Based Education
- *Buddying and Playground Pals
- *Strong Vision and Values
- *Internet Safety Lessons
- *Parental Engagement
- *Positive Relationship Policy

If bullying behaviour occurs in Wallace Primary School, the following action takes place:

- *Investigate
- *Involve Senior Leadership Team
- *Communication between pupils, staff and families
- *Work with the victim to support and ensure they are given back what was taken away
- *Work with person displaying bullying behaviour and implement consequences
- *Record and review

What are we doing well to prevent bullying behaviour?

Anti-bullying policy and steps to prevent/deal with bullying behaviour	11
Early intervention/effective response in dealing with issues	5
Supportive/approachable staff	5
Children understand their role in preventing bullying behaviour	4
Open door policy	3
Assemblies	3
Vision and values	2
Consultation with parents	1
P7 buddies for P1	1
Supportive safe ethos	1
Consequences	1

What can we do better to deal with bullying behaviour?

Inform children about types of bullying, impact and why they shouldn't bully.	4
Zero tolerance	3
Wallace should be a place where children feel safe.	3
Quicker responses when bullying happens.	2
Anti-bullying week activities	2
Opportunity to share and discuss any concerns.	2
Take account of the bullied child's views of what they need to feel safe and act on this.	1
Repeat incidents should not happen.	1
Stricter consequences	2
Making children aware that adults need to follow anti-bullying rules.	1
Informing children of what they need to do if bullying behaviour occurs.	1
Teachers more aware.	1
Anti-bullying posters	1
Parental survey	1
Train staff in trauma informed way/approach to bullying	1

Anti-Bullying Staff Survey 2023

11

Responses

05:14

Average time to complete

Active

Status

[Review answers](#)

[Post scores](#)

[Open in Excel](#) ...

1. Wallace community sees bullying behaviour as the following: (0 point)
- *Emotional Abuse (Hurting another's feelings, hurting people inside, being picked on, isolated)
 - *Physical Abuse (hitting, kicking, punching, pushing, threatening behaviour and language)
 - *Breaking/vandalising a child's property
 - *Peer Pressure
 - *Online Bullying (cyberbullying - when people are mean online)
 - *Targeting Specific Traits (discrimination - not including people because of who they are)

Do you believe the above list covers all types of bullying?

[More Details](#)

[Insights](#)

Yes 10
No 1



2. If you answered no to question 1, please add any types of bullying missed. (0 point)

[More Details](#)

1
Responses

Latest Responses

3. Prejudice based bullying includes the protected characteristics as covered by the Equalities Act (2010): (0 point)
- *Age
 - *Gender Reassignment
 - *Marriage and Civil Partnership
 - *Race
 - *Gender
 - *Disability
 - *Pregnancy and Maternity
 - *Religion and Beief
 - *Sexual Orientation

Following our LGBT training do you believe LGBT titles e.g. gay, lesbian, non binary should listed in the Wallace antibullying policy?

[More Details](#)

[Insights](#)

Yes 6
No 0
Not Sure 5



4. Steps to deal with bullying behaviour as outlined in the Wallace Antibullying policy include the following: (0 point)
- *SMT Involvement
 - Ongoing communication between SLT, staff and parents
 - *Investigate - behaviour, impact
 - *Decide what needs to be done.
 - *Ask child experiencing bullying what they want to happen (giving the child back what was taken away).
 - *SLT work with child displaying bullying behaviour according to positive relationships policy.
 - *Record on Seemis.
 - *Review

In your opinion are the above steps effective in dealing with bullying behaviour?

[More Details](#)

Yes 11
No 0



Please state what we do well in Wallace to deal with bullying behaviour.	Please state what we could do better in Wallace to deal with bullying behaviour.
	All bullying behaviour should be dealt with consistently.
SMT take time to investigate out of class when there are incidents- difficult to do in class.	
We know the children well and are quick to act when issues are raised.	Raise awareness to pupils and parents about the definition.
We are proactive and reflective with our policy and approaches.	LGBTQ approaches
Good communication between parents and SMT.	Review positive behaviour policy. Firmer consequences for actions.
I believe most children would come to a variety of adults if they need help.	Review positive relationship policy- review consequences
Positive praise	Consequences for the instigator(s) Ensuring that pupils and parents are aware that there are consequences however we do not flaunt them!!
SLT and all staff are responsive and proactive. Children and families feel they can speak to staff about bullying. Children feel listened to.	I didn't want to put 'no' for question 4 as I think the steps are effective but wondered if should add: Peer support for child experiencing bullying (if appropriate) e.g. Circle of Friends and restorative practice.
I am unsure as not been involved in many incidents of bullying	Unsure