

Barassie Primary

Anti Bullying Policy

BARASSIE



PRIMARY

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Anti Bullying Policy
June 2015**

Introduction

‘Children will tease, fall in and out with each other, have arguments, stop talking to each other and disagree about what is cool and what is not. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment.’

Respect Me: Scotland’s Anti Bullying Service

Experiencing bullying behaviour at school can have measurable and lasting effects in adulthood, causing increased levels of loneliness, emotional distress and difficulty forming relationships. Preventing and tackling bullying behaviour is integral to promoting the emotional well-being of children and young people, developing their social and emotional skills and improving the overall ethos of a school. At Barassie Primary, we strive to counter bullying behaviour in all its forms. Parents and carers have an important part to play in defeating bullying behaviour.

In Barassie Primary, we ensure all children are treated fairly, equally and with respect. We are a UNICEF Rights Respecting School and as such promote rights and how to respect the rights throughout the school community. It is school practice to ensure equality in terms of all diversity (but not limited to) opportunity, social background, race, gender, sexual orientation and disability. Religious beliefs of pupils and their families are also respected.

Rationale

- All teaching and non-teaching staff, pupils and parents should have an understanding of what bullying behaviour is.
- All teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying behaviour is reported.
- All pupils and parents should have access to the school policy on bullying, and to aid understanding of what to do if bullying arises.
- As a school we take bullying behaviour seriously. Pupils and parents should be assured that they will be supported when bullying behaviour is reported.
- Bullying behaviour will not be tolerated.
- Everyone in the school community needs to take responsibility for bullying behaviour.

Aims

- To provide a safe, supportive environment for all.
- To create an environment where bullying behaviour is not tolerated.
- To ensure that pupils learn in a supportive, caring and safe environment without fear of experiencing bullying behaviour.
- To ensure pupils understand what anti-social behaviour is and that it is unacceptable and will not be tolerated.
- To ensure all issues of bullying behaviour are addressed in order that pupils are able to fully benefit from opportunities available at Barassie Primary.

- To prevent all bullying behaviours such as (but not limited to) racist, homophobic, gender, additional support needs and disabilities, cyber, religious and sectarian behaviours. This includes making children and staff aware of the difference between ‘having a laugh’ and bullying.
- To work in partnership with pupils, parents and other agencies to promote awareness, understanding and mutual respect amongst pupils, staff, parents and the wider community.
- To promote an ethos of diversity and inclusion.
- To construct strategies for preventing and responding appropriately to bullying behaviour and harassment.
- To ensure all staff follow our anti bullying policy rigorously.
- To ensure that the personal safety of all pupils is covered in relevant areas of the curriculum.

Common Forms of Bullying Behaviour

Bullying behaviour can take many forms, and indeed is becoming more complicated as technology develops. Common forms of bullying can include one or a multiple of the following:

- Verbal– name calling, spreading rumours, sarcasm
- Written – graffiti, notes, letters, writing on jotters, written threat, ridicule through drawings
- Physical violence – pushing, shoving, fighting, tripping up
- Property Damage – theft of bags, clothes, money, tearing clothes / books
- Incitement – encouraging others to bully, behave in a racist, sexist or discriminatory manner, wear discriminatory insignia such as badges or distribute literature
- Isolation - shunned, ‘sent to Coventry’, rejected, left out of activities/groups
- Cyber- via text, email, chat rooms, use of video/picture clips on a mobile phone, online games consoles and social media.

Prejudice Based Bullying Behaviour

Many forms of bullying behaviour are based on differences. This can be simplified further as being ‘Insider’ and ‘Outsider’ groups, where those in the ‘in’ group exclude those on the ‘outside’. Outsider groups can take many (and multiple) forms, including:

- Asylum seekers and refugees
- Body Image
- Disability
- Homophobic
- Looked After Children
- Racial
- Religion and Belief
- Sectarianism
- Sexism and Gender
- Young Carers

Roles in Bullying Behaviour

The roles in bullying behaviour are now better understood than in the past where people were labelled simply as ‘bullies’ or ‘victims’.

- Person displaying bullying behaviour – leader and initiator; directly involved in the bullying behaviour
- Assistant – supporting bullying behaviour; actively involved in encouraging others
- Reinforcer – giving positive feedback to those directly involved in bullying behaviour, for example as an audience, or by laughing at the victim
- Person receiving the bullying behaviour – the target of the bullying behaviour
- Defender – provides direct or indirect support to the person receiving; may try to stop bullying behaviour
- Outsider – withdraws from bullying behaviour situations

We encourage children to be aware that they all have a right to be safe in school and also a responsibility to help others to be safe. Resilience is addressed through our 'Bounceback' programme throughout the school.

Signs and Symptoms

We believe that children may indicate through signs or behaviour that he or she is receiving bullying behaviour. Adults should be aware of these possible signs and that they should investigate if a child demonstrates one or a number of symptoms over a period of time. Symptoms can include:

- Frightened of walking to or from school
- Doesn't want to come to school
- Is alone all the time
- Not doing well in lessons
- Doesn't want to talk to anyone
- Is aggressive
- Shows unusual behaviour
- Appears depressed
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Feels ill in the morning
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Demonstrates bullying behaviour to other children or siblings
- Stops eating
- Is frightened to say what's wrong

We understand that these symptoms may occur through other actions or circumstances and adults should investigate further to understand possible causes.

Investigation of Bullying Behaviour

The member of staff to whom the incident is first reported, or who witnessed the incident must ensure that the incident is given serious consideration and inform the HT/DHT. Reports of bullying must be investigated as a bullying incident. The outcome of the investigation will indicate the incident either was or wasn't bullying behaviour. The type of action will depend on the following factors:

- Age of those involved
- Persistence/ repetition of incidents
- Knowledge of individuals
- Level of distress caused
- Context of the incident

Incidents that are judged not to be a bullying incident, **but still give cause for concern**, must be recorded on the annual anti bullying return.

All reported incidents of bullying behaviour should be investigated within three working days. If a delay is unavoidable, contact should be made by phone or letter to the parent/carer of the individual who has made the allegation, stating the matter is under investigation and that the school will be contacting the parent or carer upon completion of enquiry. A checklist is provided by Barassie Primary to support investigations. (See appendix 1). When investigation and actions have been completed, there should be a follow up phone call/letter to the parent/carer of the young person experiencing bullying behaviour informing of outcome.

Dealing with Bullying Behaviour

Any report of bullying behaviour will be passed to the HT/DHT. The HT/ DHT will investigate and manage bullying incidents and be responsible for the recording and overseeing of bullying incidents. The HT is responsible for completing the annual anti bullying monitoring form and will also monitor bullying incidents. This information will be shared with staff and parents annually. **All incidents should be investigated and recorded, even if the incident is unconfirmed.**

Support for the Person Receiving the Bullying Behaviour

We are aware that bullying behaviour can have serious effects on the person receiving the bullying behaviour such as affecting school attendance, anxiety, social interaction and academic achievement, which can have a negative impact on individuals into adulthood. In addition to this, family impacts such as stress, anxiety, helplessness, aggression and isolation can also be evident. As a result of this, Barassie Primary School will support the person receiving the bullying behaviour and family in the following ways:

- Staff will be sensitive to a child's feelings of safety and self-esteem.
- If the person receiving the bullying behaviour or fellow pupil reports bullying behaviour to a member of staff, the member of staff will reassure the person receiving the bullying behaviour or fellow pupil(s) that they have been correct to report the bullying behaviour and they will be supported.
- The person receiving the bullying behaviour will be supported by school staff, including support staff, teachers and management. This support can include Circle Time, Circle of Friends, Bounceback and Health and Wellbeing class input.
- Support is given immediately after the incident and for an agreed period of time, to ensure that the person receiving the bullying behaviour feels safe and secure. This period of time would be determined through discussions with pupils, parents, teachers and management.
- The parents/ carer of the person receiving the bullying behaviour will be contacted and informed about the bullying behaviour.

- Opportunities will be provided for parents/carer to discuss incidents and impacts.

Disciplinary Action against Person Displaying Bullying Behaviour

At Barassie Primary the following steps will be taken:

- Explain the incident will be recorded.
- The member of staff investigating the incident will make it clear that the type of behaviour exhibited is totally unacceptable.
- A member of the Management Team will work with the person displaying bullying behaviour, using a restorative approach, to make them aware of the impact of their actions on others.
- A member of the Management Team will support the person displaying bullying behaviour to apologise to the victim, improve their behaviour and prevent a recurrence. This will involve restorative approaches where it may be appropriate to mediate between the perpetrator and the victim.
- Every member of staff and other agencies who work with the person displaying bullying behaviour will be informed.
- A member of the Management Team will inform parents or carers of the person displaying bullying behaviour about the incident, any action taken and seek to work in partnership to ensure no recurrence of bullying behaviour.
- In extreme cases such as physical attacks or ongoing harassment the person displaying bullying behaviour may be excluded from school.
- In extreme cases the police may be involved.

Recording and Monitoring of Bullying Incidents

- A proforma will be completed and will be retained by the school. (see appendix 2)
- HT will be responsible for updating the annual return.
- DHT will track incidents for patterns within pupils or equality groups.

Changing Behaviour of the Person Displaying Bullying Behaviour

At Barassie Primary, support for the person displaying bullying behaviour will be given with the aim of trying to improve the behaviour of the person displaying bullying behaviour. These will include one or a number of strategies including:

- Positive behaviour strategies with agreed individual goals.
- Restorative approaches.
- Circle Time lessons in class.
- Solution oriented approaches.
- The involvement of other agencies.
- In a class setting, this may involve the Bounceback programme or Health and Wellbeing class inputs including role play scenarios.

Creating an Environment where Bullying is not Tolerated

- Working with UNICEF to maintain Rights Respecting School, children are encouraged to consider their responsibility in ensuring they and others enjoy their rights.
- P6 pupils visit Nursery in term 4 to allow Nursery pupils to get to know them. Buddies are assigned prior to moving to P1 and P7 pupils continue to buddy P1 pupils in Term 1.
- P7 pupils buddy younger pupils in reading activities.
- P7 pupils are trained in coaching younger pupils to play games.
- House Captains and Monitors assist pupils throughout the school.
- The Pupil Council plays a leading role in the life of the school. Time is given in class for pupils to raise concerns with Pupil Council representatives and to feed back information from meetings.
- The Curriculum, including Anti-Bullying Workshops, is used to ensure Barassie Primary is a safe, caring place for children.
- Staff are actively involved in looking for behaviour that might highlight unhappiness in children.
- Bounceback is delivered throughout the school to support pupils and help them to develop skills.
- Circle of Friends is used with vulnerable pupils.
- Worry and Suggestions strategies are used in class to allow pupils to report any concerns, relating to themselves or classmates.
- Surveys will be used to gather information related to bullying.
- There is an open climate at Barassie Primary and each pupil knows how to report an incident.
- Anti-bullying assemblies are regularly held at Barassie Primary.
- The anti bullying message is highlighted during anti-bullying week through displays, competitions, assemblies and Circle Time.
- A child friendly version of the anti-bullying policy will be created to be given to every pupil. (appendix 3)
- Anti bullying and cyber bullying workshops are offered to parents/carers.

The Curriculum

Each class as part of Health and Wellbeing, will cover an anti bullying unit at the beginning of the school year. Circle Time is effective in addressing bullying. Rights and Responsibilities are highlighted throughout the school and every class has a class charter. The 'Respect' programme of study is embedded in Primary 7 and a Respect day is held annually. The Safety element of Health and Wellbeing, ensures children develop knowledge and understanding about personal safety. Close links have been made with Campus Police Officer at Marr College.

'Cyberbullying'

Although of great benefit, electronic equipment such as games consoles, mobile phones and internet have provided increasing opportunities for 'Cyberbullying'. Barassie Primary has developed a Responsible User Agreement, which is discussed with parents/carers and signed by P1-P3 parents/carers and P4-P7 pupils to ensure responsible use of the internet. The school follows advice provided by SAC. Experiences and Outcomes from Curriculum for Excellence have been designed to

teach pupils about how to be safe when using technologies. All pupils have Cyber Safety presentations by Campus Police Officer.

Although many incidents of cyber bullying happen at home, if we feel that it is having a significant impact on pupils in school, we will investigate and follow procedures as we would with any incident of bullying behaviour that happens during the school day. Parents should be vigilant of their child's use of the internet and to follow the age restrictions on social media websites.

Responsibilities

Pupils

- Be respectful of rights and responsibilities.
- Model good behaviour.
- Respect the Rights in the School Charter.
- Do not call people names or say nasty things about someone.
- Do not stop someone from joining your game or group.
- Do not steal or make someone hand over money or other things that belong to them.
- Do not hit someone, or threaten to hit them.
- Sign Responsible User Agreement and use technologies responsibly.
- Do not watch bullying behaviour.
- By-standers can actively help and prevent bullying behaviour by reporting the behaviour to a member of staff, perhaps in confidence or by using the Concerns Boxes.
- Pupils should tell someone if they or someone else is experiencing bullying behaviour. This could be their parent/carer, friends or an adult they trust.
- Don't give name, address, mobile number or any personal details when you are online.
- If bullying behaviour starts in a chat room, leave it at once.
- If someone wants a pupil to join in bullying someone else, have the confidence to refuse.

Staff

- Must follow the procedures outlined in this anti bullying policy.
- Will create a safe, supportive environment where bullying behaviour will not be tolerated.
- Will strive to create a school ethos, which has a strong emphasis on respect for others.
- Ensure that pupils are safe in Barassie Primary.
- Take any bullying allegations or incidents seriously.
- Ensure children are aware of rights and respectful behaviour and link this to their everyday life.
- Deliver the areas of the Curriculum, relating to anti-bullying, including anti-bullying workshops in term 1.
- Attend in service on anti-bullying.
- Work with the Management Team to create a bullying free environment.
- Ensure pupils know to whom and how to report bullying incidents.

Parents/Carers

Parents/carers can help Barassie Primary by teaching their child:

- That bullying behaviour is wrong, hurts others, is anti-social, unfair and cowardly.
- Not to fight back. It can make matters worse and cause teachers problems when they investigate an incident.
- That they wouldn't like to be bullied themselves – so don't bully others.
- That the school and education authority will take firm and effective action against bullying behaviour.
- Reinforce the message of rights and respectful behaviour.

We will ask parents to:

- Talk to the child and explain that bullying behaviour is wrong and makes others unhappy.
- Show the child how to join in with others without using bullying behaviour.
- Talk to the child regularly about how things are going at school.
- Give the child lots of praise and encouragement when they are being kind and considerate to others.

We will ask parents to contact the school if they suspect their child is receiving bullying behaviour. Parents of a bullied child should:

- Talk to the child calmly about it and reassure the child that telling them about it was the right thing to do
- Make a note of what the child says
- Explain that the child should report any further incidents to a teacher or other member of staff straight away .
- Where an issue is identified, make an appointment to see the child's teacher as soon as possible, and explain the problem and discuss how the school and the parents together can stop the bullying behaviour.

Cyberbullying

Parents/carers should help counter cyberbullying by encouraging their child to:-

- Use the computer at home only where you can see them.
- Follow the age restrictions on social media sites.
- Be as cautious with an online friend as they would with any stranger.
- Never give out any personal information.
- Never respond to cyberbullying.
- Always leave a chat room or block text messages if bullying behaviour starts.
- Always tell parents/carers about cyberbullying in any form.

Investigations

Parents/carers can support the school to address bullying by giving their backing to investigations if their son or daughter is:

- Receiving bullying behaviour.
- Accused of using bullying behaviour.
- Questioned about bullying behaviour as part of an investigation into bullying behaviour by other pupils.

Management Team

- It is the responsibility of the Management Team to follow up on incidents and ensure incidents have been successfully and appropriately dealt with and are not continuing. Members of the Management Team should complete Concern Sheets (appendix 3) as appropriate. Parents of children experiencing bullying behaviour should receive a follow up phone call informing them of action taken.
- A member of the Management Team will be responsible for the recording and overseeing of bullying incidents.
- A member of the Management Team ensures proformas for incidents of bullying are completed.
- A member of the Management Team completes a return annually and submits it to the local authority for statistical purposes.
- Liaise with other agencies when appropriate.

Review

The policy will be reviewed annually to take account of authority guidelines, needs of the school and parental concerns.

Appendix 1

Checklist to support bullying investigations

- Who was involved? Is there a young person experiencing bullying behaviour?
If so, who?
- In what way did the young person experiencing bullying behaviour suffer?
- How did the incident start? Was it premeditated?
- What is alleged to have happened, from the perspective of all involved?
- When and where did the incident take place?
- Who witnessed the incident?
- Who reported it and when?
- Is there any background to the incident?
- Any reason for considering this to be bullying behaviour?
- To what extent did the incident affect others?
- What was the response of the victims?
- What does(do) the young person(s) experiencing bullying behaviour wish to see resulting from the investigation, if proven?

(Recording of answers should be in pupil's own words.)

Appendix 2

Appendix 3- Concern Sheet-

Barassie Primary School
Concerns

Pupil (s)/ Class/ Date		
Issue raised by		
Concern		
Action Taken		
Bullying Incident	Yes	No

