



Anti-Bullying Policy

Background

Heathfield Primary and EYC School endorses the principles, aims and objectives of South Ayrshire Council in providing a **positive, respectful, safe and supportive environment for all members of the school community**. (*SAC guidelines on anti-bullying strategies*). The school undertakes to create an ethos of positive relationships and inclusion, which recognises that bullying behaviour can take many different forms. The school will endeavour

- To reduce and eradicate wherever possible instances of bullying in any form
- To establish appropriate procedures for dealing with incidents of bullying in schools
- To ensure that all pupils and staff are aware of the school policy and fulfil their obligations to it.
- To promote the welfare and rights of children and young people and ensure that they are safe, healthy, achieving, nurtured, active, respected responsible and included.

The approach to combating bullying and developing positive relationships will be based on the school values and principles of UNICEF's Rights Respecting Schools initiative alongside the 6 Nurturing principles. These school values are:

- Inclusive
- Ambitious
- Supportive

Heathfield Primary and EYC embraces the values and intentions underscored in UNICEF's Rights Respecting Schools which ensures children's entitlement to education in a safe learning environment and protects individuals from discrimination on grounds of disability, race, gender, religion and belief.

Bullying is a breach of children's rights. Under the UNCRC, all children and young people have the right not to be discriminated against or treated unfairly; to be treated in their best interests and to have their rights respected, protected and fulfilled. Children and young people have the right to say what they think and have their opinions considered; to get and share information and to think and believe what they want, as long as this is not damaging to others. Children and young people have a right to meet together and join groups as long as they do not stop others.

They have a right to respect their rights, freedoms and reputations. They should have a right to privacy and protection from attacks against their way of life, good name, families and homes; and they have the right to be protected from being hurt and mistreated, physically and mentally. Children and young people have a right to an education which encourages children to respect their own and other cultures.



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Heathfield Primary and EYC is committed to providing a nurturing environment for all learners based on the following 6 Nurture Principles.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Ref: Lucas,S., Insley,K. and Buckland,G. (2006) *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve*, The Nurture Group Network.

“Respectme” is Scotland’s anti-bullying service and its vision is of a respecting, just, equal and inclusive Scotland in which all children and young people can live free from bullying and harassment and are encouraged to reach their full potential.

Heathfield Primary and EYC will undertake to ensure that bullying and disrespectful behaviours are never acceptable, and by developing of the four capacities will enable children to become

- confident individuals, with self respect and a sense of wellbeing
- responsible citizens, with respect for others and an understanding of different beliefs and cultures
- effective contributors, with resilience and self reliance
- successful learners, with enthusiasm and motivation

Definition of Bullying

“Bullying is both behaviour and impact; the impact is on the person’s capacity to feel in control of themselves. This is what we term 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

Bullying is a behaviour carried out by an individual, or group, which can impact on another individual, causing them to feel unhappy, hurt, unsafe or fearful. It can be expressed through physical, emotional, verbal or intimidating behaviours.

Bullying can seriously affect an individual’s self confidence and self-esteem have a negative effect on wellbeing and can have consequences for the family and friends of the individuals concerned.

The school will investigate each instance individually to determine whether

- there is a deliberate intent to cause harm
- the behaviour is persistent, systematic or repeated
- **the impact on the person being bullied is resulting in continued hurt, insecurity or fear to the detriment of their physical, emotional or mental wellbeing and development**



Heathfield Primary and EYC



Behaviours typical of bullying include

- Physical:** kicking, hitting, punching, pushing, tripping and other forms of unwanted physical contact
- Verbal:** threats, including physical violence or extortion. E.g. taking someone's lunch money; name-calling; spreading rumours; persistent teasing or hurtful comments; shouting; swearing, putting down ~ these may be received directly; or through written notes; or electronically through phone calls, text messaging, electronic games connected to the internet, e-mail or social networking internet sites
- Emotional:** offensive or threatening gestures; deliberate isolating or excluding from friendship groups; taking friends away; hiding, stealing or damaging property, making people feel that they are being bullied or making them fearful of being bullied.

The school also recognises that while anyone can be subjected to bullying behaviours and attitudes, there are occasions when bullying is based on prejudice and individuals or groups may be targeted because of who they are or who they are perceived to be. Heathfield Primary and EYC is committed to following **The Equality Act 2010**. This act provides protection from discrimination, harassment and victimization based on a range of "*protected characteristics*". These characteristics are defined in the Act as:

- Race;
- Sex;
- Disability;
- Sexual orientation;
- Religion or belief;
- Age
- Gender reassignment;
- Pregnancy and maternity; and
- Marriage and civil partnership².

In addition to the Protected Characteristics covered by the Act, there is an expectation that other groups will be considered, for example:

- Looked after children;
- Young carers;
- Children and young people living in deprivation; and
- Body image issues.

Preventing Bullying

In promoting a culture where bullying is unacceptable, it is vital that:

- all staff adhere to the highest standards in modelling positive values and behaviour
- we adhere to the articles detailed in the Convention for the Rights of the Child and promote the principles taught through the Rights Respecting School
- assemblies are held regularly which contain a clear message that bullying behaviour will not be tolerated
- we plan strategies including relevant CPD in order that staff are aware of changes in children's behaviour, demeanour or attitude which may indicate that they are being bullied
- staff are aware of isolated children and attempt to involve them



Heathfield Primary and EYC



- we ensure that respectful behaviour is encouraged, both in informal settings and through providing pupils with the opportunity to discuss issues in a coherent, progressive social education programme including health education and drama
- we share information with parents and provide information to children through the Pupil Council ~ posters, leaflets, notice boards, displays and ensure that Anti- bullying information is easily accessible on the school website and within the school handbook.
- ensure that staff, pupils and parents are aware of procedures outlined in the school's Positive Relationships Policy, including school rules and guidelines on the misuse of mobile phones, computers and other technologies
- we regularly examine the school environment and wherever possible, to provide an adult presence to reduce the risk of bullying behaviour
- bullying and the impact of bullying behaviour is addressed through planned programmes of study where content is regularly visited to ensure that it is meeting the needs of children and young people.
- we work in liaison with external agencies and professionals (Campus Cop and 'Show Racism The Red Card' for example)

Procedures for dealing with instances of Bullying

"Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously."

Article 12, UNCRC

Pupils

Pupils should be aware of their responsibilities in reporting bullying incidents.

Regular awareness raising is available for children and young people at Heathfield Primary and EYC through Citizenship, the work of the Rights Respecting School Committee and in class through HWB lessons.

Pupils should know that it is **never** acceptable to display or support bullying behaviour.

- through actively encouraging or participating e.g. by laughing, joining in
- through passively encouraging the behaviour by doing or saying nothing

Pupils should

- Report incidents of bullying to staff or parents.
- Participate in any consultation regarding anti bullying
- Treat peers and staff with respect
- Be aware of what they post and share online
- Try to deal with hurtful comments in an appropriate way. For example, tell the person who is bullying to "STOP" and walk away and report if the behaviour does not stop.
- Speak with a trusted adult if they are feeling that they are being bullied
- Stay with friends when playing – try not to be alone, especially when walking to and from school.

Staff

Staff should be clear about their responsibilities to the care and welfare of pupils in their charge. They must understand that even an incident that occurs in isolation can represent bullying behaviour.



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Staff should:

- Establish supportive relationships with pupils and use their professional judgement when responding to incidents based on evidence and investigation.
- Model behaviour which promotes health and wellbeing
- Undertake continued professional development about bullying behaviour and policies
- Be alert to behaviours exhibited by children and to changes in mood or relationships with others.
- Respond swiftly, investigating each complaint thoroughly and impartially whilst respecting confidentiality.
- Listen to children carefully and treat each occurrence seriously.
- Do not label individuals as bullies
- Consider the involvement of outside agencies where appropriate
- Report any incidence of bullying to a member of the management team. The Class Teacher(s) should be informed.
- Investigate the alleged incident(s), considering both sides, in a calm and fair manner, and record using the Bullying and Equalities Module within SEEMiS in line with Authority guidelines.
- Monitor and record all instances of prejudiced based bullying using the Bullying and Equalities Module within SEEMiS in line with Authority guidelines.

The Leadership Team should ensure that the numbers of incidences of bullying dealt with and recorded are reported to the Authority.

Outcomes for episodes of Bullying

Serious cases of bullying will be reported to and dealt with by the Head Teacher who will include and inform parents of measures taken to support children, whether they have been bullied, or have been involved in participating in bullying behaviour.

Incidents of Bullying or racist behaviours will be recorded as per Authority Guidelines

Measures taken will be dependent on the individual circumstances of each case and may include:

- additional class work on appropriate personal and social behaviour
- additional reparative work on appropriate personal and social behaviour
- individual support from teachers and support staff
- additional supervision in particular areas of the playground
- advice to parents on recognising signs of bullying in children
- referral to the Inclusion Co-ordinator
- completion of a wellbeing application that follows the national GIRFEC practice model
- recording of the incident within the SEEMiS Pastoral Note section.
- Arrangement of a Team Around the Family meeting
- referral to other support agencies as appropriate
- in some cases, and with adult supervision, peer mediation and reconciliation
- that if necessary and appropriate, serious cases may be reported to the police.

Pupil and parental consultation

Heathfield Primary and EYC is committed to communicating effectively with all stakeholders and actively consults with young people and parents.

There are many ways in which both children and young people and parent groups can be consulted and involved in the production of materials to promote respectful relationships within their school community.



Heathfield Primary and EYC



Including:

- Policy development and review;
- Inserts into the curriculum, through learning and teaching;
- Anti-bullying weeks or assemblies;
- Special events for parents and/or children and young people;
- Drama performances;
- Posters/Leaflets;
- Newsletters;
- Children and young people/ parent friendly versions of policies;
- Involving children and young people/ parent council in communication; and
- Website/Social media.

Evaluation and review of this policy

The effectiveness of the impact of this policy will be assessed through

- Annual analysis of the Anti-bullying monitoring returns
 - Types of incident
 - Age/ class/ year groups recorded
- A reduction over time in the number of incidents reported
- The policy will be reviewed and updated every three years or earlier if circumstances dictate.

References

UN Rights of the Child

UNICEF Rights Respecting Schools

Race Relations / Equal Opportunities / Disability Discrimination Act

Scotland's Schools Act / ASL Act

South Ayrshire Council Guidance

A National Approach to Anti-Bullying for Scotland's Children and Young People, Crown Copyright, 2010

www.respectme.org/bullying