

# STRUTHERS PRIMARY SCHOOL & EARLY YEARS CENTRE



## ANTI-BULLYING POLICY AUGUST 2024



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### 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.

**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)

### OUR POLICY AIMS

Every child at Struthers Primary School and Early Years Centre will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and their parents/carers, will have the skills and resilience to prevent and/or respond to bullying appropriately. Every child and young person who requires help will know who can help them and what support is available. Adults working with children and young people will follow a consistent approach in dealing with and preventing bullying from Early Learning and Childcare onwards.

### OUR VISION, VALUES AND AIMS

At Struthers Primary School we look to support the development of an excellent curriculum based on a shared aspirational vision, values and aims. Our vision was reviewed and developed in consultation with pupils, staff, parents and stakeholders in 2023. Our vision is to ensure we create an environment where pupils:



Flourish



Achieve



Belong

Our five core values are embedded in everything we do:

**Respect    Responsibility    Inclusion    Kindness    Honesty**

**OUR AIM**



We take into consideration the national and regional developments and guidance. We strive to improve standards of learning and teaching and raise achievement for all learners whilst promoting equity and equality.

**Struthers Primary School and Early Years Centre Relationship Policy**

**Visible Consistency**

- Create safe, secure, flexible and caring environments
- Model healthy relationships
- Have high aspirations and expectations
- Provide a rich, stimulating, varied and challenging curriculum
- Encourage praise and listen to children's views

**Recognition**

- Verbal praise and recognition
- Values Superstars
- Golden Tokens
- House Points
- Class of the Week

**Right Path Reminders**

Right Path	Link to UNCRC Article	School Value
We look after our property.	Article 28: Your right to learn and go to school.	<b>Responsibility</b>
We are honest; we don't cover up the truth.	Article 12: Your right to say what you think and be listened to.	<b>Honesty</b>
We work hard to be the best we can be.	Article 29: Your right to be the best you can be. Article 28: Your right to learn and go to school.	<b>Respect Responsibility</b>
We listen to pupils' and teachers' opinions.	Article 12: Your right to say what you think and be listened to.	<b>Kindness Respect</b>
We are gentle; we don't hurt others.	Article 19: Your right to be kept safe.	<b>Respect Responsibility Kindness</b>
We are kind and helpful; we don't hurt anyone's feelings.	Article 19: Your right to be kept safe. Article 15: Your right to meet with friends, join clubs and groups. Article 31: Your right to relax and play.	<b>Inclusion</b>

**Stepped Boundaries**

- Non-verbal reminder
- Verbal reminder
- Final verbal reminder
- Cool-off time
- Repair the situation - restorative conversation
- Escalation – PT/DHT/HT/Parent

**Restorative Conversations**

- The Fact**
- What happened?
- What were you thinking at the time?
- The Consequences**
- What have you thought about since?
- Who has been affected and how?
- The Future**
- How can we make sure this does not happen again?

**Flourish    Achieve    Belong**



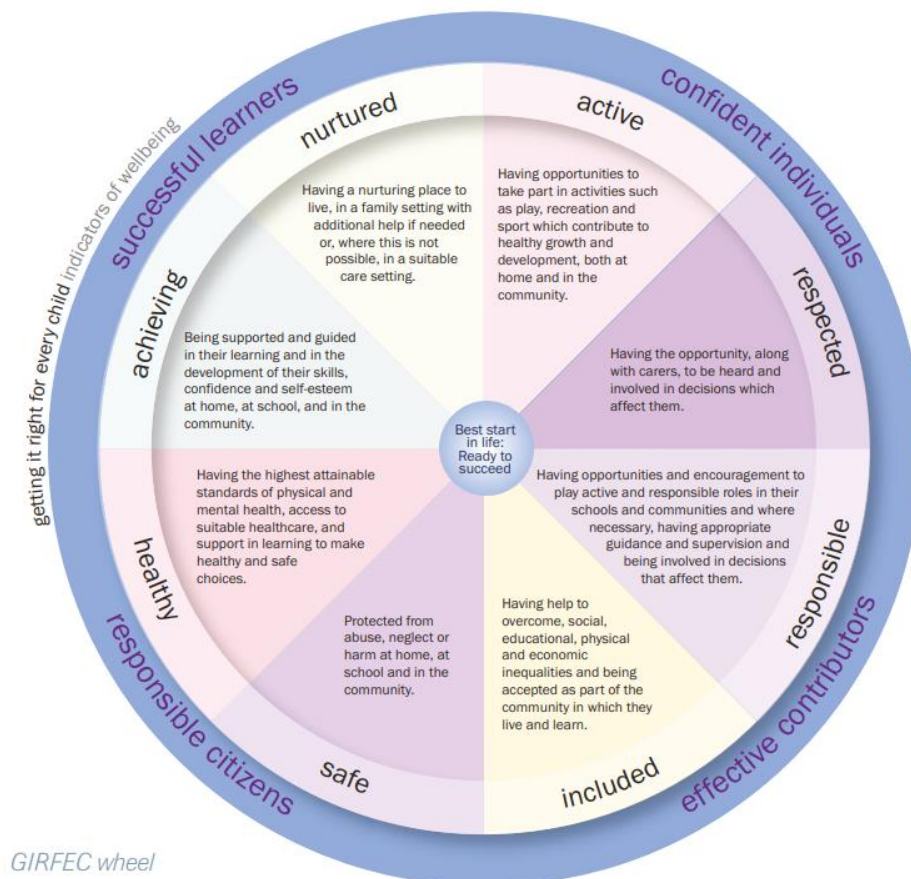
## RIGHTS RESPECTING SCHOOL

Struthers Primary School is a Gold Rights Respecting School and the United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school's ethos, policy and practice. In creating a happy working environment for all, Struthers Primary School seeks to promote behaviour based on mutual respect between all members of the school community. We are committed to providing a secure, caring and nurturing environment where our pupils, staff and parents are listened to and their concerns dealt with in an appropriate manner.



This Anti-Bullying policy has been drawn up within the school's ethos of promoting positive behaviour. It also reflects huge legislative and policy change; such as the Children and Young People (Scotland) Act 2014, Education (Scotland) Act 2016 as well as equality legislation put in place by the UK Government including the Equality Act 2010, that have put greater focus on our children and young people's health and wellbeing.

In our school and Early Years Centre we will work closely with all stakeholders to: ensure the wellbeing of all children and young people in that they are **Safe, Healthy, Achieving, Nurtured, Respected, Responsible, Included**



## BULLYING IS A BREACH OF CHILDREN'S RIGHTS (UNCRC)

The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of a school's planning, policies, practice and ethos.

The UNCRC, article 2 states (without discrimination):



***“The convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.”***

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 taken into account; 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

Bullying behaviour goes against many of the United Nations Convention on the Rights of the Child articles and may prevent children and young people from enjoying their full rights and developing their full potential in learning and in life.

## SOUTH AYRSHIRE CHILDREN AND YOUNGE PEOPLE'S SERVICE PLAN 2023-2026

An infographic divided into four quadrants. Top-left: 'At our heart' with a heart icon and four bullet points: Whole families, Young carers, Children and young people with care experience, Physical, emotional and mental wellbeing of children and young people, and A trauma sensitive workforce. Top-right: 'Our commitment' with a plant icon and text: 'To provide you and your family with the right support, at the right time. Creating locally placed services with your wellbeing at heart, where you will be treated with kindness and respect. We will work together to make South Ayrshire the best place in Scotland to grow up.' Bottom-left: 'Our Focus' with a person icon and text: 'South Ayrshire's Plan will make a significant contribution to improving wellbeing and outcomes for our children, young people and families.' Bottom-right: 'Our Priorities' with a person icon and a list: The Promise, Voice, Families, Healthy, Included, and People.

**At our heart**

- Whole families
- Young carers, Children and young people with care experience
- Physical, emotional and mental wellbeing of children and young people
- A trauma sensitive workforce

**Our commitment**

To provide you and your family with the right support, at the right time. Creating locally placed services with your wellbeing at heart, where you will be treated with kindness and respect. We will work together to make South Ayrshire the best place in Scotland to grow up.

**Our Focus**

South Ayrshire's Plan will make a significant contribution to improving wellbeing and outcomes for our children, young people and families.

**Our Priorities**

- The Promise
- Voice
- Families
- Healthy
- Included
- People

In South Ayrshire we believe Education is an environment where children and young people's dignity should be respected at all times and where personality, talents and abilities should be encouraged to shine and be celebrated.

The South Ayrshire Children and Young People's Service Plan 2023-2026 can be found [here](#).





## THE EQUALITY ACT 2010

This act provides protection from discrimination, harassment and victimisation 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 partnership.

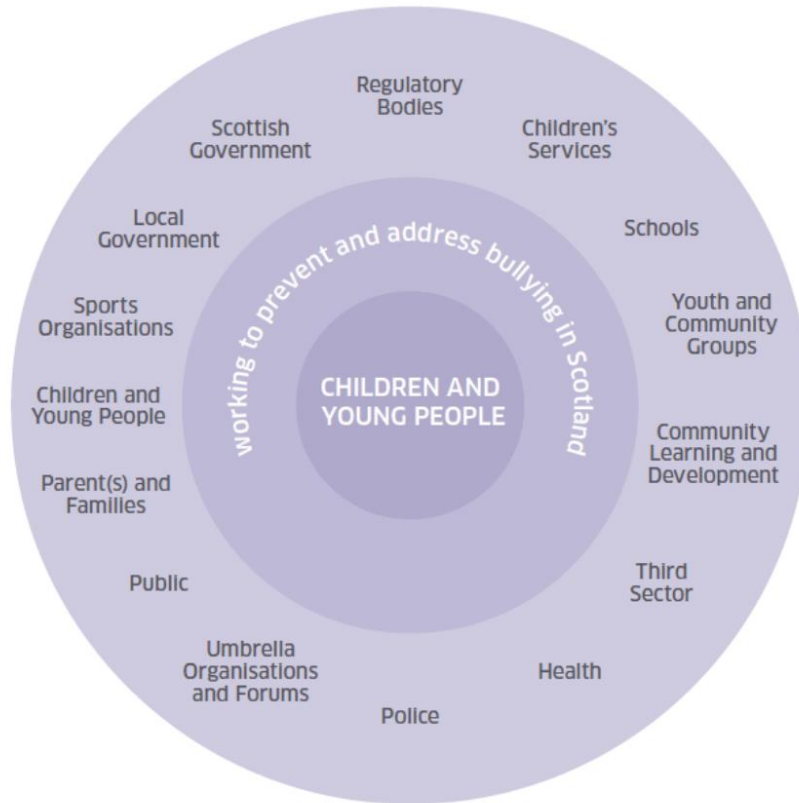
In addition to the 'protected characteristics covered by the Act, there is an expectation that other groups will be considered, for example:

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

## PARTNERS

In our school and Early Years Centre we will work closely with all stakeholders to:

- Ensure the wellbeing of all children and young people in that they are Safe, Healthy, Achieving, Nurtured, Respected, Responsible, Included
- Promote an ethos of achievement for all learners
- Ensure that our approaches to care, learning and wellbeing meet the needs of every individual learner in our care
- Create within our school community an ethos of trust which respects and protects the rights of each of its members to be within a safe and secure environment
- Ensure that all staff know what the school policy on bullying is and follow the procedures set when bullying is reported
- Foster trust among members of the school community to reassure pupils and parents that bullying incidents can be reported, discussed and dealt with timeously and appropriately
- Promote an inclusive and equality of approach within the school which will meet all pupils' needs
- Reduce incidents of bullying through the promotion of a positive, respectful, open and caring ethos



**Respect for All: national approach to anti-bullying (2017)**



## WHAT IS BULLYING?

In Scotland, we describe bullying as behaviour which leaves people feeling helpless, frightened, anxious, depressed or demeaned. Bullying is defined by its impact on the person/people affected as a result of the intended or unintended behaviour and actions of others. Bullying behaviour impacts on the wellbeing of those affected and results in a reduced sense of self-esteem and a negative impact on wellbeing. Bullying behaviour is typically characterised by the individual's involved perceiving difference between themselves and others.

Bullying can be expressed through physical, emotional, verbal or intimidating behaviour or in the form of marginalisation. People can be bullied on the grounds of age, race, gender, sexual orientation, disability, socioeconomic status, nationality, religion or other real or perceived difference. Bullying can be subtle or it can be overt. It can cause short-term suffering for the pupil who experiences bullying behaviour or it can have long-term effects.

## BULLYING BEHAVIOURS

Bullying behaviours may include:

- Name calling, teasing, putting down or threatening
- Ignoring, leaving out or spreading rumours
- Pushing, hitting, tripping and kicking
- Taking and damaging belongings
- Online bullying: Sending abusive texts, e-mail or instant messages
- Intimidation and extortion, e.g. taking someone's lunch money
- Making people feel like they are being bullied or fearful of being bullied
- Targeting someone because of who they are or are perceived to be

## RESPECTME

[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.

South Ayrshire Council shares this vision and promotes a culture where bullying behaviour is not acceptable. We are committed to establishing a caring, learning community where all members are valued and everyone has a responsibility to promote respect, honesty and understanding

A NUMBER OF CHILDREN & YOUNG PEOPLE HAD MORE THAN ONE EXPERIENCE OF BULLYING. OF THESE EXPERIENCES

<b>60%</b> TOOK PLACE IN PERSON	<b>21%</b> TOOK PLACE BOTH IN PERSON & ONLINE	<b>19%</b> TOOK PLACE ONLINE ONLY
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**ALMOST HALF (48%) OF CHILDREN AND YOUNG PEOPLE WHO ARE BULLIED TELL THEIR PARENT(S) 37% CHOSE TO TELL FRIENDS**

**91% OF CHILDREN BULLIED ONLINE KNEW WHO THE PERSON BULLYING THEM WAS**

**CHILDREN & YOUNG PEOPLE TELL US THEY USE DIFFERENT STRATEGIES WHEN BEING BULLIED AT DIFFERENT TIMES - NOT ALWAYS THE SAME RESPONSE - THEY WANT CHOICE**

**81% OF CHILDREN AND YOUNG PEOPLE CONSIDER THEIR ONLINE FRIENDS TO BE ALL OR MOSTLY THE SAME FRIENDS THEY HAVE IN 'REAL' LIFE'**

**NAME CALLING & HURTFUL COMMENTS ARE THE TWO MOST COMMON TYPES OF BULLYING FOR FACE-TO-FACE & ONLINE BULLYING**

**OVER 8,000 CHILDREN & YOUNG PEOPLE AGED 8-19 FROM ALL 32 LOCAL AUTHORITIES TOOK PART**

**30% OF CHILDREN SURVEYED REPORTED THAT THEY HAVE EXPERIENCED SOME SORT OF BULLYING BETWEEN THE START OF SCHOOL IN AUGUST 2013 AND JUNE 2014**

**CHILDREN SAY THE MOST SUCCESSFUL ANTI-BULLYING INTERVENTIONS ARE EMBEDDED WITHIN A POSITIVE ETHOS AND CULTURE RATHER THAN FOCUSING ON INDIVIDUAL INCIDENTS**



## SIGNS AND SYMPTOMS OF BULLYING

Children may indicate through signs or behaviour that they are being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to come to school
- Spends most of their time alone
- Is 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

## CYBERBULLYING

Although of great benefit, electronic equipment such as games consoles, mobile phones and internet have provided increasing opportunities for 'Cyberbullying'. Our school has a SAC Acceptable Usage Agreement, which is discussed with pupils and communicated to parents in P1 to ensure responsible use of the internet. The Experiences and Outcomes within Curriculum for Excellence have been designed to teach pupils about how to be safe when using technologies. The school works closely with the Campus Police Officer who delivers cyberbullying sessions to senior pupils.



Respectme: Online bullying

### • A PARENT'S GUIDE TO •

## CYBERBULLYING



### MAKE SURE YOUR CHILD IS (AND FEELS) SAFE

Convey unconditional support. Parents must demonstrate to their child through words and actions that they both desire the same end results: stop the cyberbullying.



### COLLECT EVIDENCE

Print out or take screenshots or recordings of conversations, messages, pictures, videos, etc. which can serve as clear proof that your child is being cyberbullied.



### TALK WITH & LISTEN TO YOUR CHILD

Engage your child in conversation about what is going on in a calm matter. Take time to learn exactly what happened and don't minimize the situation or make excuses for the aggressor.



### CONTACT THE CONTENT PROVIDER

Cyberbullying violates the Terms of Service of all legitimate service providers. An updated list of contact information can be found here: [cyberbullying.org/report](http://cyberbullying.org/report)



### PREVENTION

If your child is being bullied through social media, set up privacy controls within each platform to block the person doing the bullying from contacting them. Encourage them to continue to talk to you before small issues flare up into major situations.



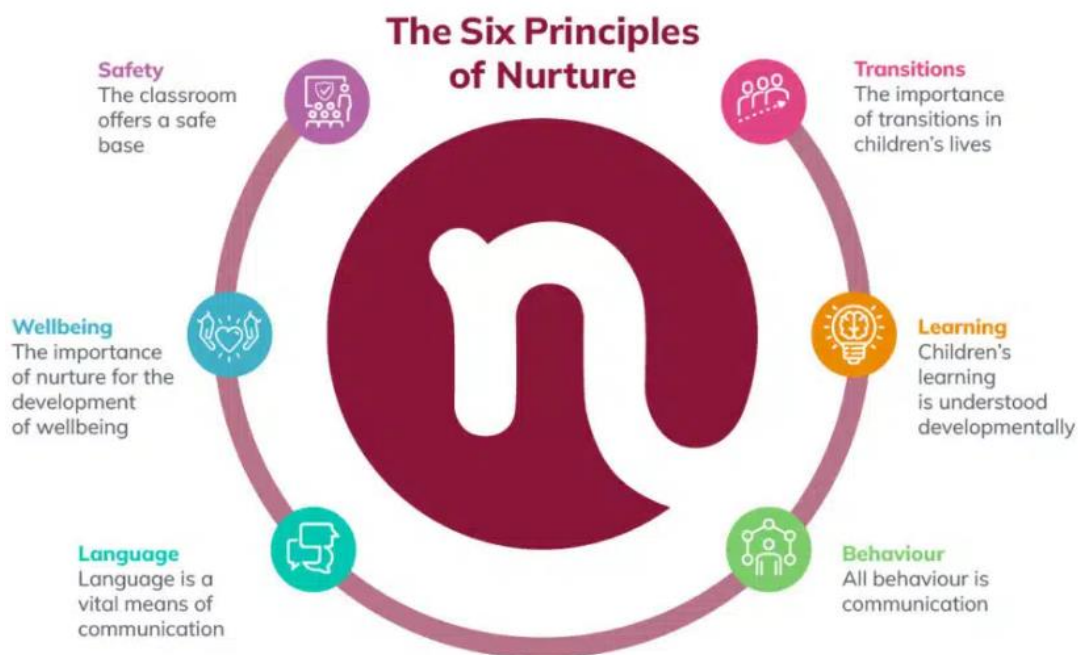
### SEEK COUNSELING

Your child may benefit from speaking with a mental health professional. Children may prefer to dialogue with a third party who may be perceived as more objective.

Megan Meier  
FOUNDATION

## STRUTHERS PRIMARY SCHOOL & EYC – RELATIONSHIPS & NURTURING APPROACH

Through the Rights Respecting Schools Programme and our Health & Wellbeing curriculum, we aim to develop our pupils' resilience skills, self-esteem, caring and respect for others. The 6 Principles of Nurture are embedded in daily practise and displayed around the school in child friendly language to ensure pupils understand the importance of feeling safe in their environment. Our Health and Wellbeing lessons, together with our Wellbeing Web inputs, whole-class and targeted nurture inputs, Mental Health Ambassador pupil group and annual Anti-Bullying Week lessons provide further opportunities to explore bullying. Class lessons and Circle Time sessions enable pupils to discuss a range of issues and scenarios about bullying and actions to be taken.



Authors: Eva Holmes and Eve Boyd

As part of our Relationships Policy, we foster the skills required to build good relationships with other children and adults within the school and the wider community. We have an open-door policy and parents are encouraged to raise issues of concern including bullying. Pupils are encouraged to share any problems with teachers or school assistants. Outside in the playground children are encouraged to play together to promote enjoyment, co-operation and fun. 'Buddy Benches' are used and monitored by school assistants in the playground to ensure needs of pupils who are accessing these are met. School assistants consult with the Senior Leadership Team regarding any playground issues – problems are shared and solutions found.

## PROCEDURES AND RESPONSES DEALING WITH BULLYING INCIDENTS

It is important not to label children and young people as 'bullies' or 'victims'. A pupil or parent may report an incident to any member of staff but the responsibility for ensuring all incidents are consistently dealt with lies with the Head Teacher and Depute Head. The member of staff to whom the incident is first reported or who witnesses the incident should take the incident seriously. They must use their professional judgement in deciding upon the appropriate action to be taken. Any serious incident should be passed on to the member of SLT on duty as soon as possible.

The Senior Leadership Team are responsible for the recording and overseeing of bullying incidents. Responses to inappropriate behaviour will vary depending on circumstances. A first offence of e.g. name calling, abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should then be told that any further occurrences will be logged.

Any incident that involves actual or threatening physical abuse must always be taken very seriously and should be recorded accordingly. Professional judgement must be used to decide on the appropriate response to an incident. Procedure should be followed as outlined below:



**ACTION** - Decide if remedial action can be taken to resolve the situation such as school procedures for conflict resolution. If yes, implement action and record as stated below.



**INFORM** - Inform an appropriate member of staff. This will be either the Head Teacher or Depute Head Teacher.



**INVESTIGATE** - If a resolution is not possible then consider what wider investigation will be required.



**INVOLVING PARENTS/CARERS** - Decide if the parent/carer should be informed at this stage depending on the seriousness of the incident and considering the views of the young person. If there are child protection concerns the school policy for Child Protection will be followed.



**INVOLVING OTHER AGENCIES** - Decide if intervention and support from partner agencies would help to ensure that the needs of those involved are met.



**RECORD** - All incidents to be recorded on SEEMiS pastoral notes/Bullying and Equalities Module as a record of the incident/issue regardless of the outcome.

## PROCEDURES AND RESPONSES DEALING WITH BULLYING INCIDENTS CONTINUED

Records should include:

1. Who reported incident
2. Who was involved
3. Place/date/time
4. Nature of incident (Protected characteristics?)
5. Impact
6. Staff name/s who witnessed/dealt with incident/issue
7. Statement of agreed actions
8. Planned outcomes - monitoring/timelines
9. Incident conclusion

The child or young person's chronology and/or staged intervention paperwork should be updated if appropriate. Parents will be kept fully informed if appropriate.

## FURTHER ACTION

If the situation cannot be resolved the school's Quality Improvement Officer/Inclusion Co-coordinator should be consulted on how to proceed or if their parent exercises their right to make an official complaint through the SAC 'Listening to You' policy. Depending on the seriousness of the incident the police may be involved if a crime has been committed. Actions by children and young people who are involved in bullying behaviours may be subject to the school's disciplinary procedures outlined within the Relationships Policy. The most serious incidents may lead to exclusion from school.



Reviewed in August 2023. The policy will be reviewed again in August 2024.

