

TROON PRIMARY SCHOOL AND EARLY YEARS CENTRE



ANTI-BULLYING POLICY



SUCCESS THROUGH EFFORT

TROON PRIMARY SCHOOL & EYC

OCTOBER 2019



ANTI-BULLYING POLICY

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 behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face-to-face and online."

Respect Me: Scotland's Anti Bullying Service

OUR POLICY AIMS

- ✓ Every child at Troon 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 young people and their parent(s), 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 RULES

Our Anti-bullying Policy is centred on our school vision, values and rules:

OUR VISION

Together we will create a positive environment to nurture, support and challenge everyone to fulfil their potential

OUR VALUES

Respect, Responsibility, Equality, Honesty, Happiness

OUR RULES

Ready, Respectful, Safe

WHOLE SCHOOL APPROACH

Troon 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, Troon 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. 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.

Our school does not tolerate bullying and if instances of bullying should occur, all pupils should be able to tell and be assured that incidents will be dealt with promptly. This Anti-Bullying policy has been drawn up within the school's ethos of promoting positive behaviour. It also reflects national policy documents to include Curriculum for Excellence, Getting it Right for every Child and the Equalities Act 2010.

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 - SHANARRI
- ✓ 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

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 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, email 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

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
- ✓ 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

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.

CURRICULUM FOR EXCELLENCE

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. Our Health and Wellbeing lessons, together with our ICE Pack lessons, Bounce Back programme and annual Anti-Bullying Week 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.

As part of our relationships blueprint, we foster the skills required to build good relationships with other children and adults within the school and the wider community. The school takes a holistic approach to the wider achievement of pupils, celebrating achievements through Assemblies, school displays, newsletters.

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. 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 recognised that instances of bullying occur in all schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. Pupils are encouraged to report any instances to their class teacher, school assistant or member of the SLT.

Staff must use their knowledge of the children and young people and use their professional judgement when responding to incidents based on evidence and investigation. When a young person claims to have been experiencing bullying behaviour, it is ultimately crucial that each complaint is investigated swiftly and with a consistent approach. How the person who has experienced bullying behaviour perceives the situation is important and must be taken seriously to avoid short or long-term damage to the child or young person and to their feelings of self-esteem, self-worth and value. Bullying behaviour can be one-off or repeated incidents; both can have a negative impact.

Impartiality and confidentiality must be respected, with knowledge of the incident being limited to those directly involved with the incident and with any necessary action that follows. 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. Class teachers should always inform a member of the SLT about any minor bullying incidents that they may have dealt with. All incidents should be logged on pastoral notes and added to the Bullying and Equalities Module within the SEEMiS system, regardless of the outcome, in line with authority guidance.

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.

PROCEDURES FOLLOWING AN INCIDENT

REPORT

Inform appropriate member of staff. This will be either the Head Teacher or Depute Head Teacher.

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.

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.

PROCEDURES FOLLOWING AN INCIDENT CONTINUED

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. 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 and blueprint. The most serious incidents may lead to exclusion from school.

EXPECTATIONS AND RESPONSIBILITIES OF PUPILS

It is the responsibility of the pupils to:

- ✓ show kindness and respect towards others
- ✓ continue to observe and respect all rights, recognised under the Convention of the Rights of the Child
- ✓ report all incidents of bullying in line with the school procedures
- ✓ act in a respectful and supportive manner to their peers and report any suspected incidents which the victim may be afraid to report
- ✓ adhere to the guidance set out in the school policy
- ✓ refrain from any behaviour which would constitute bullying of others
- ✓ if you think you are being bullied seek help by confiding in someone you trust
- ✓ discuss and agree what options are available
- ✓ be aware of what you post and share online and treat people with the same respect as you would if they were in the room
- ✓ if you see someone else being bullied tell a trusted adult

EXPECTATIONS AND RESPONSIBILITIES OF PARENTS

It is the responsibility of parents and carers to:

- ✓ be familiar with the schools anti-bullying policy
- ✓ actively listen to your child or young person when they tell you about a suspected bullying incident
- ✓ take a lead from your child or young person as to what pace to go at. This will help restore their feeling of being in control
- ✓ ask them what they want you to do; explore options together; there is never one single answer
- ✓ telling children or young people to 'hit back' is a common response but not necessarily the best or safest option
- ✓ work in partnership with the school to resolve the situation. Don't expect the situation to be fully resolved at the first meeting, that won't always be possible
- ✓ keep channels of communication open until the situation is resolved
- ✓ support and encourage pupils to uphold the school's anti-bullying policy
- ✓ stress to their children the importance of sociable behaviour
- ✓ report any incidents or concerns relating to either victims or perpetrators of bullying

EXPECTATIONS AND RESPONSIBILITIES OF ALL STAFF

It is the responsibility of staff to:

- ✓ strictly follow school policies regarding recording, monitoring and responding to incidents, including: Listening to all children and young people to establish supportive relationships whereby young people feel secure in sharing difficult emotions and sensitive aspects of their lives; reporting any bullying incident; preventatively highlighting and correcting attitudes and behaviour that lead to bullying and discrimination
- ✓ model behaviour which promotes Health and Wellbeing and build into everyday practice an ethos of caring and compassion, as part of a whole school approach in preventative measures as regards bullying behaviour
- ✓ undertake continuous professional development or training about bullying behaviour and related policies

EXPECTATIONS AND RESPONSIBILITIES OF SLT

All Head Teachers and managers of schools employed by South Ayrshire Council shall:

- ✓ be responsible for ensuring that their establishment has comprehensive, clear policies outlining preventative measures and a range of strategies in response to bullying behaviour that are in line with authority guidelines
- ✓ consult with and familiarise staff, children and young people, parents and carers, including Parent Council members, with the content of these policies, working to engage staff, pupils and parents/carers as consistently active partners in minimising bullying and its impact on children and young people
- ✓ regularly monitor and ensure training of all staff about bullying behaviour and responding to bullying
- ✓ insist upon all incidents of bullying reported or witnessed, being recorded as soon as possible and responded to in accordance with anti-bullying policies, with actions taken and outcomes being recorded
- ✓ liaise, as deemed necessary, with outside agencies to address the needs of individuals
- ✓ regularly monitor, whilst auditing annually, in consultation with staff and young people, about bullying incidents and the effectiveness of staff responses to minimise the negative impact on the young person
- ✓ these monitoring duties may be delegated to a promoted member of staff e.g. Depute Head Teacher, who shall follow up incidents and ensure that these have been addressed in line with the schools agreed policy
- ✓ provide appropriate annual data when requested by the Director of Educational services

Reviewed in October 2021.

The policy will be reviewed again in October 2023.

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