

CRAWFORDDYKE PRIMARY SCHOOL

Anti-Bullying Position Statement

March 2024



CRAWFORDDYKE PRIMARY SCHOOL

A POSITION STATEMENT FOR ANTI-BULLYING

Rationale

The shared vision for Lanarkshire's children is: "all children and young people in Lanarkshire have the right to be cared for and protected from abuse and harm in a safe environment in which their rights are respected." (South Lanarkshire Council, May 2013) "Getting it Right for Every Child" is an accepted principle across the whole authority and ensures that everyone is safe and protected.

As part of their policy on Wellbeing and Care, South Lanarkshire have pledged that they will "promote respect for all, and positive attitudes to diversity; and challenge bullying, including bullying related to age, gender, race, disability, sexual orientation, religion or belief, sectarianism and any other types of discrimination." (South Lanarkshire Council, May 2013)

We consider Crawforddyke Primary School to be a safe and pleasant learning environment. It is a fact that no school has the answer to every bullying problem. We also acknowledge that, at some point, our school will have to deal with an incident of bullying. This Position Statement is written to identify how we will seek to reduce bullying behaviour and ensure the wellbeing and care of all our students.

Vision and Values

In Crawforddyke, our vision states that "*we want all our learners to be safe and happy while believing that with practise, perseverance and effort they can achieve, learn and grow*". We have worked hard to develop a belief in 'growth mind-set' and how a positive approach to learning can help all our pupils to be the best they can be.

Our school motto is 'Be Diligent', deriving from the Latin 'diligere' – to value.

We have six core values: to be *kind, caring and respectful* to others, while demonstrating *self-confidence, determination and courage*.

The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024

On 7 December 2023, the Scottish Parliament unanimously passed the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill for the second time. The Bill received Royal Assent on 16 January 2024 and is now the [United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Act](#).

The Act is a landmark piece of legislation that incorporates the UNCRC into Scots law, empowers our children and young people to claim their rights and will help to make Scotland the best place in the world to grow up. We will be the first devolved government in the world to directly incorporate UNCRC.

There are 54 articles in the Convention covering rights such as the right to express and have their views considered on all matters that affect them; the right to play, rest and leisure and the right to be free from all forms of violence.

We will be kind, caring and respectful while demonstrating self-confidence, courage and determination.

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As a Rights Respecting School, we firmly believe in this vision and work together as a school to implement a range of strategies and initiatives to ensure that we protect the rights of all children in our care, as directed by South Lanarkshire Council.

Article 2 of the UNCRC

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

South Lanarkshire Council also adheres to the policy *Getting it Right for Every Child (GIRFEC)*.

*To help make sure everyone – children, young people, parents, and the services that support them – has a common understanding of what wellbeing means.
(The Children and Young People (Scotland) Act 2014)*

South Lanarkshire Council is also bound by the Equality Act of 2010, which legally protects people from discrimination in the workplace and wider society. The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. For learners in Crawforddyke Primary School this includes:

- Age
- Disability
- Race
- Sex
- Religion or belief
- Sexual Orientation

*All our teachers and school staff promote a positive ethos and support any child or young person who has been a victim of bullying. Parents can also help by encouraging responsible behaviour and attitudes at home to reduce bullying. Our schools promote positive behaviour and reward achievement. We aim to make them safe environments where everyone is respected, treated fairly and cooperates.
(South Lanarkshire Council)*

"Treat me Well" is guidance for Education Resources to assist staff in addressing anti-bullying in South Lanarkshire educational establishments. Education Resources has 7 core policies:

- Learning and Teaching.
- Quality and Management.
- The Curriculum.
- Maximising the Use of Resources.
- Care and Welfare.
- Communication and Consultation.
- Inclusion and Equality.

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“Treat me Well”, the anti-bullying guidance, links with the core policies, particularly Care and Welfare and Inclusion and Equality. The guidance also links to establishment Equality Statements of Commitment, which tackle discrimination and harassment. The aims and strategies set out in this position statement reflect those shared within the “Treat Me Well: Anti-Bullying Guidelines” (South Lanarkshire Council, 2011).

Promoting Positive Relationships and Understanding Distressed Behaviours (PPRUDB)

South Lanarkshire Council Education Resources’ approaches for establishments on promoting positive and understanding distressed behaviours are set out in the above-named guidelines. The policy acknowledges that “all behaviour is communication” and that actions taken by some young people may well reflect a wider challenge beyond the behaviours being witnessed.

We acknowledge that some of our learner’s experience challenges related to adverse childhood experiences, trauma or neurodivergence, that can result in distressed behaviours which then impact themselves and others.

As a school we will always consider these wider issues when dealing with incidents of bullying behaviour, both in relation to the person experiencing and the person displaying bullying behaviours.

Our Aims

To minimise instances of bullying in our school, we aim to:

- Provide a safe, secure environment for everyone.
- Respect the rights of all learners as outlined in the United Nation’s Convention on the Rights of the Child.
- Help children understand and manage their actions, whether they are experiencing or displaying bullying behaviour.
- Support children to understand what can cause distressed behaviour through raising awareness of neurodivergence.
- Listen to children’s’, parents’ and carers’ and staffs’ concerns, investigate and take action.
- Promote an awareness of anti-bullying strategies in our drive to have a zero-tolerance approach to bullying and bully-like behaviour.
- Work in partnership with other agencies to enhance and support our programs for pupils about anti-bullying.

What is Bullying? (All information taken from RESPECTME.org)

Bullying is both behaviour and impact; what someone does and the impact it has on the other person’s sense of wellbeing. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online.

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically

by actions: looks, messages, confrontations, physical interventions, or the fear of these. This behaviour, face to face or online, can include:

- Being called names, teased, put down or threatened face to face.
- Being hit, tripped, pushed or kicked.
- Having belongings taken or damaged.
- Being ignored, left out or having rumours spread about you.
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone.
- Behaviour which makes people feel like they are not in control of themselves or their lives.
- Being targeted because of who you are or who you are perceived to be.

Is intent required?

Every bullying incident should be looked at individually. In some cases, children or young people may not be aware that their behaviour is bullying. They are perhaps modelling the behaviour of adults or other children and young people, not understanding that it is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this. It must be explained to the person bullying that their behaviour is unacceptable and why. Intent is difficult to prove, and young people can often reframe their behaviour when challenged. It's more important to focus on the behaviour and the impact it had, rather than trying to establish whether someone acted deliberately or not.

Does the behaviour have to be persistent?

The issue with persistence is that the behaviour must take place more than once, but the impacts of bullying can be felt after a single incident, instilling fear that it might happen again. Bullying doesn't need to be persistent to influence the mental health and well-being of a child or young person. For those who have been bullied, the fear and anticipation of further bullying can affect their ability to be themselves and interact with others in a healthy fashion. Bullying behaviour and its potential impacts on children and young people should be addressed as they arise. It is vital to respond to the behaviour that you see and the impact this is having, rather than relying on a rigid definition.

How persistence is viewed by one person - for example daily, weekly or monthly - may be quite different to how it is viewed by someone else, leading to inequality and inconsistency of practice. It is not helpful to wait and see if a pattern or repetition emerges before taking action.

What about impact?

Bullying can affect people in different ways, and this should be taken into consideration. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person. If they are unable to respond effectively and regain their sense of self and control in the situation, adults need to intervene to help restore it. Keeping the focus on impact reduces the emphasis on issues of persistence and intent.

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What you do about bullying is more important than how you define it. We should always remember that children will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. 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.

All behaviour communicates feelings. Our response should focus on identifying how someone feels and helping them to cope with and respond to those feelings. Children and young people may act out of character when they are being bullied and changes in behaviour can be signals that something is wrong. We need to focus on what someone did and the impact that it had.

Online bullying

For children and young people, online environments are social spaces where they can hang out and meet friends. Like any other place they visit, there are benefits and risks. Adults need to be engaged with children and young people about where they go online, just as they are when they go into town or to any other 'real' physical place. But online bullying, or 'cyberbullying' as it is often referred to, shouldn't be treated any differently; it's still about behaviour and impact. The behaviour is the same, but it takes place online, usually on social networking sites and online gaming platforms, and can include a person being called names, threatened or having rumours spread about them. We should address online bullying in the same way. Our responses will be more consistent and effective when we address online bullying as part of our whole anti-bullying approach, not as a separate area of work or policy.

Our Strategies

As a school and team our strategies are to:

- Teach our pupils the difference between bullying and other types of unacceptable behaviour.
- Seek the cooperation of parents and carers to inform us at an early stage.
- Encourage our pupils to support someone who is being treated unkindly rather than be bystanders.
- Instruct our pupils to report any incident of unkind behaviour, to any member of staff.
- Supervise our playgrounds.
- Discuss bullying as part of the curriculum at appropriate stages.
- Keep parents informed if their child is involved in any bullying incident either as a victim or perpetrator.
- Monitor all incidents of bullying to prevent recurrence.
- Be on the look-out for any potential problems.
- Display posters throughout the school.
- Highlight the issue through assemblies focused on bullying, Making it Right or Rights Respecting Schools.
- Reward 'positive' behaviour every week and term and report this to parents and carers.

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Should instances of bullying occur we will:

- Investigate.
- Inform parents of both the person experiencing and the person displaying bullying.
- Use a range of sanctions against the person displaying bullying whilst offering supports to both parties.
- Monitor the situation until it is resolved.

If necessary, incidents will be recorded on Seemis Click and Go. The procedure for this can be found at the end of this Position Statement.

Crawforddyke places a strong emphasis on pupil safety and parents may wish to know that adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.

Making it Right

Every classroom displays a poster that reinforces the rights that all learners are entitled to within the UNCRC.

- The Right to be Safe.
- The Right to be Healthy.
- The Right to Learn.
- The Right to Play.

If a pupil stops themselves or another pupil from accessing these rights, they will be asked to identify the right that is being denied. They will then be encouraged to reflect on this and can apologise. Their parent may be informed using a home-communication slip.

Our Making Rights Real system is further explained in Appendix 1.

Roles and Responsibilities

All school staff have a shared responsibility for ensuring our aims are met by:

- Continually watching the children and listening to concerns.
- Investigating concerns.
- Taking appropriate steps to moderate or eliminate difficulties.
- Reporting concerns or issues to Senior Management.
- Ensuring, as far as possible, all areas of the school and grounds are monitored.

The Principal Teacher is the Named Bully-Proofing Coordinator. Staff and Pupils are aware of this role, which involves coordinating Buddies and Be-frienders and being available to children who have concerns or issues. A Bully Proofing Record is also kept, to record instances and actions.

All Senior Management Team Members are available and approachable to children and will deal with incidents reported by staff, pupils or parents.

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Teachers have a responsibility to organise and manage a safe, well-ordered classroom. They are responsible for their classes throughout the time children are timetabled to be with them, including pupil movement to and from the classroom at any time of the day. Teachers should also assist children in forming a Class Charter, reflecting their rights and how they will respect the rights of the others in their classroom and school.

The Senior Leadership Team, Support Staff and the Janitor supervise the children at breaks. A group of P7 children, now called Playground Leaders, have been trained in playground activities. This is supported by teaching and some support staff.

Buddies and Be-frienders act as a friend to assigned children who may benefit from short- or long-term support.

Pupils are aware of their need to report incidents to an adult. They are also taught that retaliation is not acceptable. Reporting an incident immediately removes the person experiencing bullying to adult care and allows the situation to be controlled by that adult.

Restorative Approaches

Every incident of bullying is different. We will act firmly, fairly and promptly when bullying is identified.

Research shows that restorative practice and solution-focused discussions are more effective in dealing with bullying than sanctions. Our aim is to identify the cause of the behaviour and ensure it stops completely, enabling the victim to feel safe and secure.

However, at times sanctions are necessary. These may vary depending on the situation and agreements made between the pupil, staff, parents and, if required, extended members of SLC. These include:

- Being kept in school (under supervision) during intervals.
- Withdrawal from extra-curricular activities, such as sports.
- Loss of Golden Time.
- Implementation of a reward chart.
- Making use of PPRUDB paperwork (BASP, Record of Incidents).
- Exclusion from the class, completing work with the Senior Leadership Team.
- In extreme cases, temporary exclusion can also be used (though this would be a last resort).

Advice for Parents

If a parent is worried that their child is experiencing bullying at school, it is vital that they work with the teacher or Senior Leadership Team to find a solution.

Things to avoid.

- A parent should not tell a child experiencing bullying to “just ignore it”. If that were possible, the child would not be asking for help.

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- A parent should not tell a child experiencing bullying to retaliate by calling names or hitting. This never solves the issue but will make it worse.

Things to do.

- A parent should encourage their child to talk to a member of staff.
- A parent should always discuss things with their child before they act. They should listen carefully to them, keep an open mind and, above all, keep calm.
- If they are still worried, the parent should make an appointment to speak to a Class Teacher or a member of the Senior Leadership Team.

Internet and Mobile Phone Safety

The internet and mobile phones provide new and imaginative ways of gaining information and communicating. They have transformed the way children/young people learn and benefit children/young people across the spectrum of abilities, including those with physical and learning difficulties. While the new technology offers a wealth of new experiences and possibilities it has a darker side.

Crawforddyke Primary is aware that, at times, children can be subject to bullying behaviour through devices such as mobile phones or tablets. This can be done through text messaging, posting photographs without permission or making remarks on Social Media websites such as WhatsApp or TikTok.

Children are asked not to bring any such devices to school. Any instances of these kinds of behaviour will be treated very seriously and may lead to further action by other groups, such as the Police.

Recording, Monitoring and Evaluation

All incidents of alleged bullying will be recorded using Seemis Click and Go (as instructed by SLC – please see Appendix 2).

Situations will be monitored carefully by a member of the Senior Leadership Team, who will be the point of contact for parents.

If any racially motivated incidents occur, these will be reported to South Lanarkshire Council.

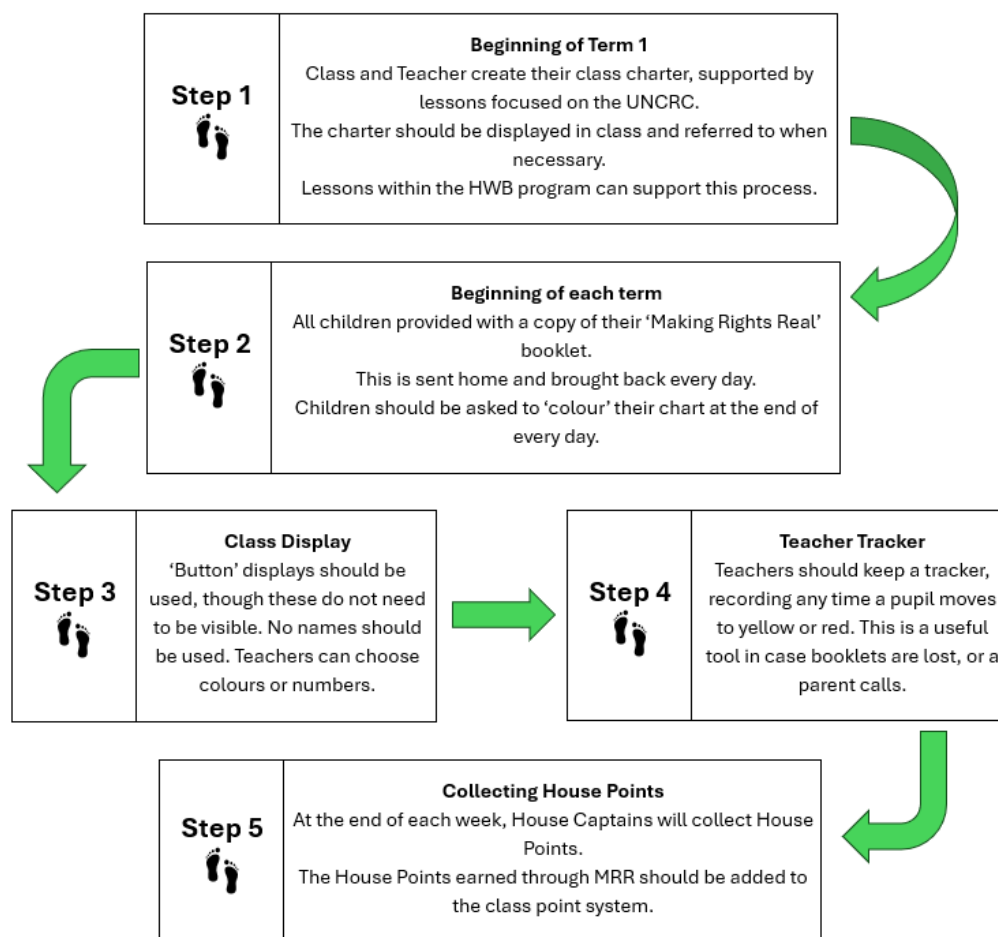
The Senior Leadership Team will work with staff, pupils and parents to monitor the effectiveness of anti-bullying guidelines and revise these as necessary.

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Appendix One – Making Rights Real



CRAWFORDDYKE PRIMARY SCHOOL PROMOTING POSITIVE BEHAVIOUR - MAKING RIGHTS REAL



| Action 1 MOVING BUTTONS | Action 2 MOVING TO YELLOW | Action 3 MOVING TO RED | Action 4 AUTOMATIC RED |
|---|--|---|---|
| When a pupil is not following the class charter, teachers can ask them to 'move their button'. The pupil can choose which 'right' to place this on, or the teacher can tell them. The teacher should then have a restorative discussion with them and given them the chance to 'reflect and change'. The teacher can choose when to have this discussion, as 'there and then' may not be appropriate. | If a pupil has to move their button <u>more than once</u> , they should be recorded as 'yellow'. This should then result in a communication slip sent home to parents (tucked inside their MRR Booklet). This should be signed and returned by the parent. These slips are used in place of an email, note or making a phone call, to ensure everyone is using the same process. | If a pupil has reached yellow, but needs to move their button again, they should then move to red. This results in a Reflection Break, and this can be added onto the communication slip that will already be in place. SLT should be informed of the break, which will take place at the next available playtime. The Reflection Break Sheet should be sent home for signing and return. | When a pupil's actions result in another child being harmed, they can be moved automatically to red. Teachers should consult with SLT before making this decision, or SLT may decide to do this following a playground incident. They will inform you if this is the case. If this happens, use the slip from Action 2 to inform parents that a reflection break will occur. SLT will also call home. |

Appendix Two – Bullying and Equalities Recording

