Neilsland Primary School

'Respect me' Policy

Nurtured **E**ncouraged **I**nspired **L**ovely relationships **S**upported **L**aughter **A**ttaining **N**ew learning **D**etermined

August 2024

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.

(Respect Me, 2015)

Purpose

Bullying behaviour impacts on children's and young people's wellbeing and can affect their participation, attainment and inclusion. Neilsland Primary School is committed to a holistic approach to anti bullying regardless of the type of bullying via our attachment based nurturing practices.

Our approaches are underpinned by our school values of: -

Nurtured
Encouraged
Inspired
Lovely relationships
Supported
Laughter
Attaining
New learning
Determined

These approaches help to ensure that all young people feel safe and secure and are able to build strong and positive relationships with peers and adults. We understand that bullying is never acceptable, and that young people have the right to learn in a safe, secure environment by ensuring the highest possible standards and expectations which are shared across our school to ensure excellence and equity for all.

Our vision

We recognise that bullying of any kind is unacceptable and must be addressed quickly. Bullying is never seen as a typical part of growing up.

Our vision is that: -

At Neilsland Primary School we ensure that everyone in our school community is welcomed, included, safe and respected. We are all happy to achieve, play and grow together.

Rights of the Child

Every young person has one thing in common, THEIR RIGHTS.

Rights of the Child United Nations Convention on the Rights of the Child (UNCRC) is embedded in our school values and our school charter to promote children's rights in our school.

These are:

- Article 2 – The right to protection against discrimination
- Article 3 – The right for my best interest to be top priority
- Article 6 – The right to life
- Article 13 – The right to find out things and express my opinion, unless it denies other people their rights
- Article 28 – The right to an education
- Article 29 – The right to education which develops my personality and talents to the full

Bullying is a breach of children's rights. It is important that everyone in our school understands the following: -

• what is bullying behaviour?

• the impact of bullying on others.

• strategies to keep young people safe.

• roles and responsibility of young people and adults to keep everyone in our school safe.

What do we mean by bullying?

This behaviour can include: -

• Being called names, teased, put down or threatened face to face/online.

• Being hit, tripped, pushed or kicked.

• Having belongings taken or damaged.

• Being ignored, left out or having rumours spread about you (face to face and/or online).

• Sending, forwarding or sharing 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 (face to face and/or online).

• Being targeted because of who you are or who you are perceived to be (face to face and/or online).

Prejudice based bullying

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. No child should be treated unfairly on any basis.

(Article 2)

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, or prejudice and discrimination towards disability or faith. Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.

The Equality Act 2010 supports progress on equality, particularly in relation to nine protected characteristics, which are: -

- Age

- Disability

- Gender reassignment

- Marriage and civil partnership

- Pregnancy and civil partnership

- Race

- Religion or belief

- Sex

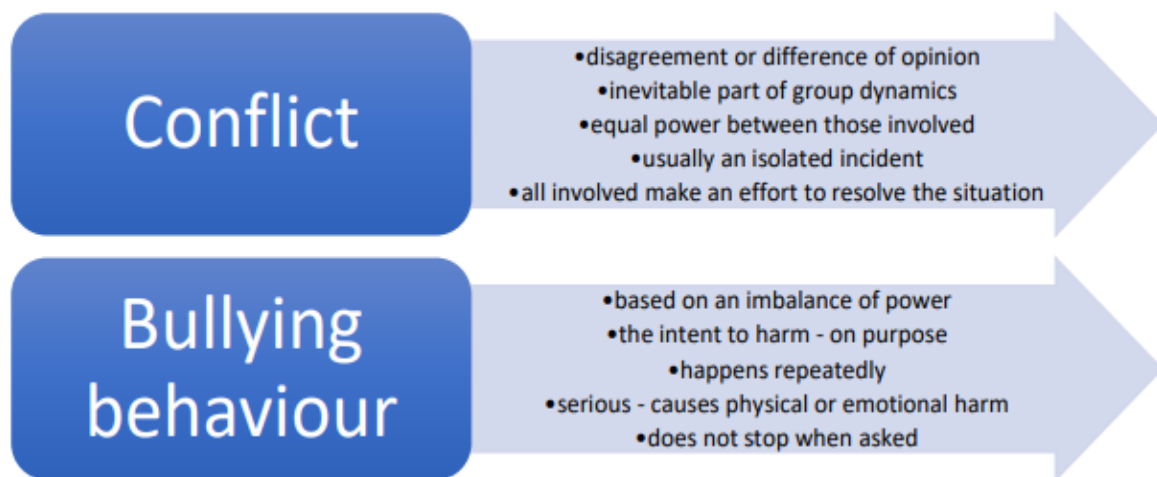- Sexual orientation

Online bullying

Online bullying is treated the same as face-to-face bullying. Online bullying is often known as 'cyberbullying'. A person can be called names, threatened, or have rumours spread about them and this can (like other behaviours) happen in person and online. During technology lessons (ICT) young people will cover digital literacy which incorporates cyber resilience and internet safety supporting young people to make sensible choices online and keep themselves safe. Young people use a variety of online platforms to communicate e.g. Instagram, Snap Chat, gaming devices and a variety of group chat platforms. It is important to recognise that some online behaviour may be illegal, and young people need to be aware of the far-reaching consequences of posting (including re posting or forwarding) inappropriate or harmful content online.

Is it bullying or something else?

We recognise the importance for young people to discuss how they feel and help them develop resilience to manage their relationships. We will do this in a variety of ways throughout our school (see page 5). We understand that young people will fall out and disagree with each other as they form and build relationships. This is a **normal part of growing up** and most children and young people have the ability to bounce back from this type of behaviour. In these situations, while there is still the need for support, it would not be considered within the terms of our anti-bullying policy, unless unresolved or develops into something more serious.

Understanding the difference

Conflict
- disagreement or difference of opinion
- inevitable part of group dynamics
- equal power between those involved
- usually an isolated incident
- all involved make an effort to resolve the situation

Bullying behaviour
- based on an imbalance of power
- the intent to harm - on purpose
- happens repeatedly
- serious - causes physical or emotional harm
- does not stop when asked

Responding to bullying behaviour

The best interests of the child must be a top priority in all decisions and actions that affect children.

(Article 3)

Our approach to challenge bullying behaviour is rooted in our school values of Responsible, Respectful, Ambitious, Independent and Resilient. We believe we all have a choice on how we behave and act towards others. To create an inclusive environment where each young person can thrive, we promote an attachment informed nurturing ethos, which is built upon positive relationships, supports young people to develop resilience and encourages them to always act in a kind way towards others. We believe it is important that our young people feel valued, listened to, and supported. We will challenge prejudice behaviour, provide clear expectations (promoting high standards) and offer a variety of ways in which to respond to bullying behaviour. As a school we are committed to responding quickly and dealing effectively with any suspected bullying behaviour.

Strategies to prevent bullying behaviour.

Ethos

• Promote an environment where pupils feel safe and equally valued.

 • Adults modelling behaviour that is respectful, nurturing and caring.

• Support young people to understand what bullying behaviour is and the impact this can have on others.

 • Give clear and consistent messages that bullying behaviour will not be tolerated in Neilsland Primary School.

• Raising awareness that bullying is a choice.

• Clear communication channels to report bullying behaviour e.g. pupils, parents and staff.

• Young people are well known by staff who can recognise changes in behaviour and offer support.

• High quality learning and teaching which supports wellbeing in the classroom.

• Providing opportunities and recognise pupil achievement to encourage school connectedness.

• Pupils are aware of this policy and what their school is doing to keep them safe

Curriculum and enrichment activities

- Anti-Bullying lessons in Health and Wellbeing.
- Peer mediators (P6 pupils), Attachment Ambassadors (P5 pupils).
- Rights Respecting Schools Programme.
- Use of communication channels to allow early confidential expressing of concerns to staff.
- A structured staff training programme.
- Annual Anti Bullying Week activities.
- Regularly review this policy and its effectiveness

Young people's roles and expectations

- Treat people with respect and choose kind behaviour towards others.
- Be aware of anti-bullying policies and practices in our school.
- If safe and appropriate, challenge bullying behaviour.
- Share concerns with peers/trusted adults.
- Work collaboratively to help ensure bullying behaviour cannot thrive.
- Give us feedback on how to keep you safe.

Staff roles and expectations

- Role model positive relationships.
- Implement Attachment and Trauma Informed Practice pedagogy.
- Implement Emotion Coaching strategies using the STAR approach.
- Implement our PPRUDB, Nurture and attachment policies.
- Through high quality learning and teaching create a positive classroom environment.
- Prevent and respond to bullying behaviour.
- Promote positive relationships and behaviour.
- Deal with any incident of bullying behaviour or report any concerns to Senior Leadership Team.
- Listen to a young person reporting bullying behaviour providing reassurance that bullying is never acceptable; they have a right to feel safe and speaking up is always the right thing to do.
- Be mindful to avoid labelling someone a bully, instead be specific to what bullying behaviours are.
- Use their professional judgement in discussion with the Senior Leadership Team in deciding upon appropriate action based on the bullying behaviour.

Senior Management roles and expectations

- Role model positive relationships.
- Implement our PPRUDB, Nurture and attachment policies.
- Implement Attachment and Trauma Informed Practice pedagogy.
- Implement Emotion Coaching strategies using the STAR approach.
- Through high quality learning and teaching create a positive classroom environment.
- Prevent and respond to bullying behaviour.
- Promote positive relationships and behaviour.
- Investigate the bullying behaviour and deal appropriately with the young person displaying bullying behaviour. In the first instance, in accordance with Local Authority guidelines, this is likely to be a restorative approach.
- Listen to a young person reporting bullying behaviour providing reassurance that bullying is never acceptable; they have a right to feel safe and speaking up is always the right thing to do.
- Be mindful to avoid labelling someone a bully, instead be specific to what bullying behaviours are.
- Use their professional judgement in discussion with other involved staff members to decide upon appropriate action based on the bullying behaviour.

The member of staff to whom the incident is first reported, or who has witnessed the incident, should treat the incident seriously.

Within Neilsland Primary School we use a "Report, Investigate, Action" approach to reporting a bullying incident.

The young person who has experienced bullying behaviour will receive appropriate support and protection. For example: -

- The opportunity to speak to an adult within the school.
- Member of staff reassuring the young person.
- Being gently encouraged to talk about what has happened.
- Discussion about next steps.
- Reassure the pupil. In many cases the member of staff may be able to deal effectively with the incident on the spot.
- Pass the information on to the class teacher/Senior Leadership Team.

Staff (information from pupil, staff or parent)

- Obtain details of the bullying behaviour being displayed.
- Discuss with the young person experiencing the bullying behaviour options on how to proceed and ensure they are fully involved in the decision being made to ensure they feel safe.
- Obtain further details from other young people who may have seen/heard the bullying behaviour.
- Speak to the person displaying the bullying behaviour.
- On the basis of the above establish what has occurred and report findings to the Senior Leadership Team.

Senior Leadership Team

- Discuss the matter with the member of staff.
- Decide on action to be taken.
- Communicate with the parent of the young person experiencing the bullying behaviour.
- Deal appropriately with the young person displaying bullying behaviour. In the first instance, in accordance with Local Authority guidelines, this is likely to be a restorative approach.
- Communicate with parent of the young person displaying the bullying behaviour as appropriate.
- Offer appropriate support to the young person experiencing the bullying behaviour.
- Offer appropriate guidance/counselling to the young person displaying the bullying behaviour to bring about a change in behaviour.
- Where disciplinary action is deemed appropriate, discuss with the Head Teacher.
- The Head Teacher will record the incident within the Bullying and Equalities application on Seemis Click and Go.

When a young person has displayed bullying behaviour, a member of the school's management team will, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents will be

involved when their active support is needed to implement a resolution of the bullying incident.

Examples of good practice include:

- time should be taken to understand the reasons for the bullying behaviour.
- the individual or group should not be labelled as 'bullies', the behaviour should be named.
- staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour.
- addressing what is happening behind the behaviour, even when the bullying has stopped.

Pupil wellbeing is at the centre of our response and we aim to create an opportunity where the pupils can learn and change their behaviour.

Parents/Carers role and responsibility

- Be aware of anti-bullying policies and practice in any school/clubs/groups attended by your child.
- Work collaboratively to help ensure bullying and bullying behaviours cannot grow.
- Share concerns about your child as early as possible with the class teacher or Senior Leadership Team.
- Engage through school Parent Council or other appropriate forums to contribute to and learn about antibullying practice.
- Promote positive respectful relationships.
- Listen and take young people seriously.
- Understand when a situation is bullying or not as falling out with friends/conflict is not uncommon.
- Be aware of your child's wellbeing and look for any changes.
- Monitor your child's digital footprint.
- Be aware that some instances must be reported to the police.
- If there is a problem, liaise with us and the staff dealing with the situation to work in partnership to create a plan for support.
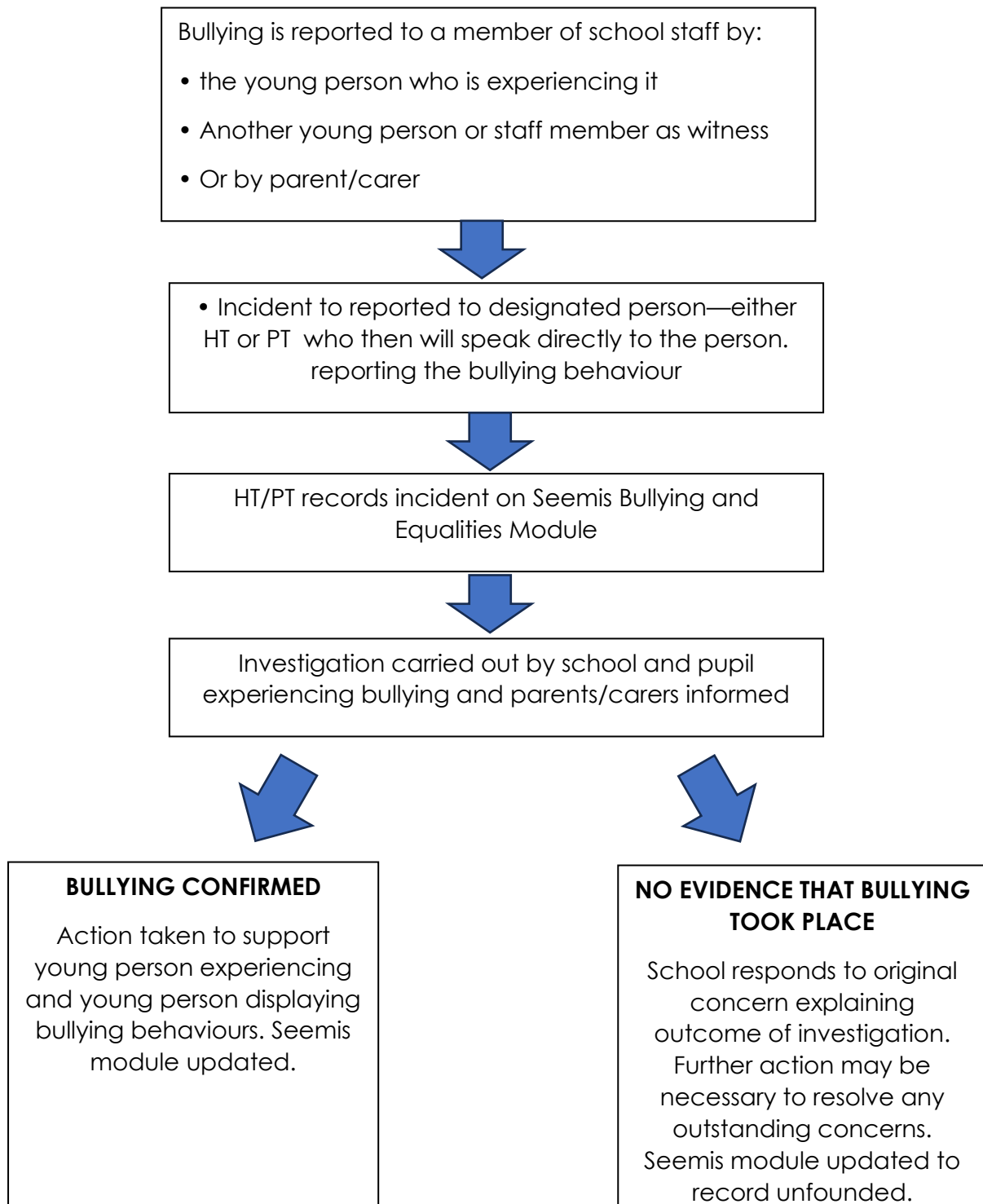
Recording and monitoring bullying behaviour

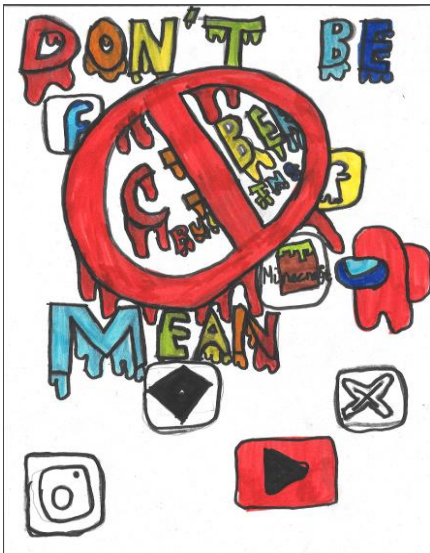In line with South Lanarkshire policy details of bullying behaviour and actions taken will be recorded in the SEEMIS Bullying and Equalities application by either Pupil Support or Senior Management. This is a secure recording system and follows data protection principles.

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Recording of Bullying Incidents

Bullying is reported to a member of school staff by:

• the young person who is experiencing it

• Another young person or staff member as witness

• Or by parent/carer

⬇

• Incident to reported to designated person—either HT or PT who then will speak directly to the person. reporting the bullying behaviour

⬇

HT/PT records incident on Seemis Bullying and Equalities Module

⬇

Investigation carried out by school and pupil experiencing bullying and parents/carers informed

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BULLYING CONFIRMED

Action taken to support young person experiencing and young person displaying bullying behaviours. Seemis module updated.

NO EVIDENCE THAT BULLYING TOOK PLACE

School responds to original concern explaining outcome of investigation. Further action may be necessary to resolve any outstanding concerns. Seemis module updated to record unfounded.

Don't be a bully

It's really not cool

Don't be a bully

You'll just look like a fool

Don't be a bully

It's really not funny

Don't be a bully

Or steal lunch money

Don't be a bully

Don't cause any madness

Don't be a bully

You'll make people feel sadness

(R. Scott)
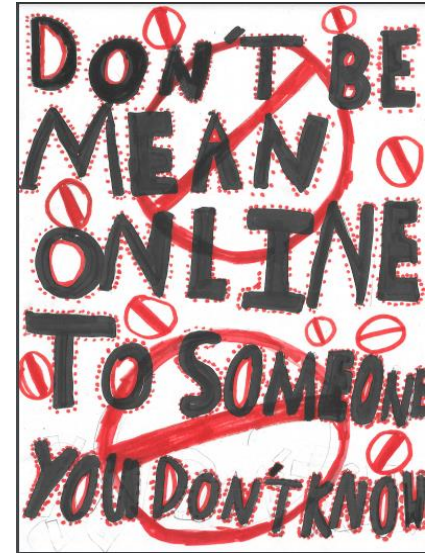
Don't bully, the effects on people are bad!

Don't bully, it makes people really sad.

Don't bully, online or not.

Don't bully, it hurts a lot.

Don't bully, it's not fun or cool.

Don't bully, especially not in school.

(M. Lees)