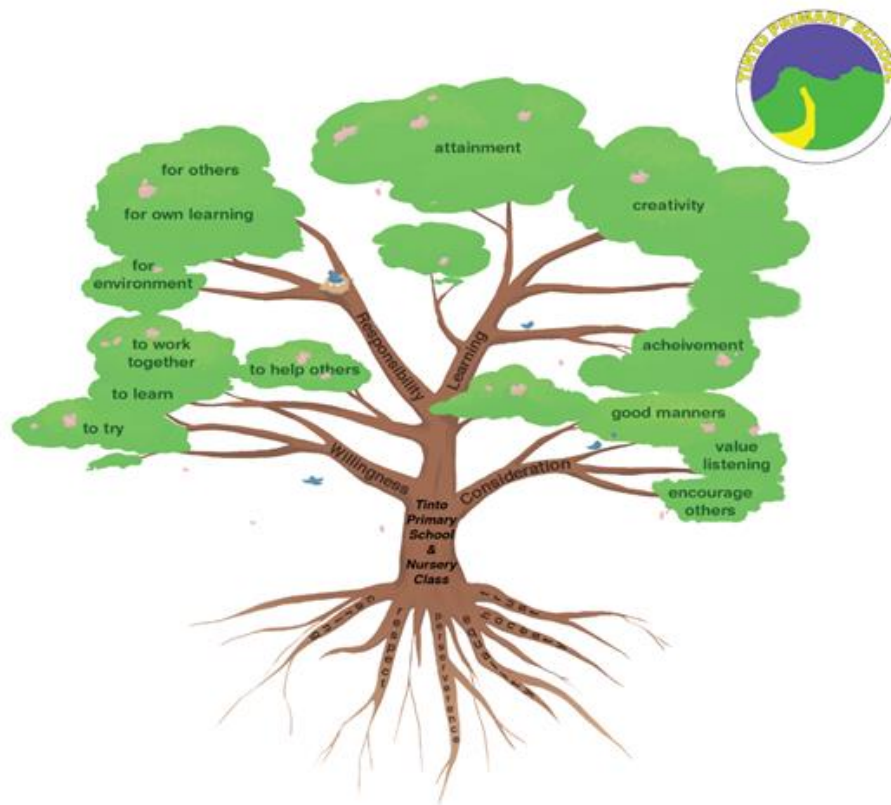


ANTI-BULLYING STATEMENT

This statement has been written in line with SLC Anti-Bullying Behaviour guidance “Treat Me Well” and Respect me “Policy through to Practice” guidance. It is also underpinned by the GIRFEC agenda and UNCRC articles.

It is a basic entitlement of all children to receive their education free from humiliation, oppression and abuse. Our values are clearly stated in our “Tinto Tree” below:



Our Values are at the “root” of all we do and from the basis of our relationships

- **Caring**
- **Respect**
- **Perseverance**
- **Equality**
- **Honesty**
- **Trust**

This Is How We Do It Here

At Tinto Primary our aim is to eliminate bullying and create a caring and secure environment where every child feels happy, secure, cared for and valued as an individual. Our “**Better Relationships, Better Behaviour, Better Learning**” position paper is based on **Trust, Prepared, Safe (T.P.S.)** The Trust is based on positive relationships between staff & pupils, pupils & pupils and staff and parents. Prepared is to be prepared to learn – about our rights and the rights of others, about ensuring our own and other’s wellbeing; Safe ensures that the children, staff and parents know that the physical, emotional and mental wellbeing of our pupils is paramount.

To achieve this aim every member of the school community, parents, pupils, teaching and support staff, has a contribution to make.

What is 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 threatened, hurt, frightened and left out This behaviour happens face to face and online (Respectme 2015)

. Bullying can take many forms, online or face to face,including;

- Being called names
- Being teased or taunted
- Online messages/ pictures or images on social media
- Sending messages via online gaming platforms or phone
- Being threatened
- Being pushed or pulled about
- Being hit, tripped, pushed, kicked or attacked
- Having bags/possessions taken and thrown around
- Being ignored or left out
- Having rumours spread about you
- Being forced to hand over money/possessions
- Behaviour that makes people feel that they are not in control of themselves or their lives
- Being targeted based on an individuals actual or perceived identity; based on characteristics unique to the child’s identity or circumstances
- Being attacked because of age, religion and belief, ethnicity, language, sexual orientation, pregnancy and maternity, marriage and civil partnership, disability, race, gender or class. (unlawful as set out in Equality Act 2010)

Bullying can be subtle or blatant. It can cause short term suffering for the victim or it can go on for years. It can be for clearly identified reasons or no clearly defined reasons. It is always damaging and it must always be taken seriously and addressed.

All bullying incidents must be reported to the H.T. The incidents will be recorded by the H.T on SEEMIS Pastoral notes. Restorative conversations will take place as appropriate (Better Relationships, Better Behavior, Better Learning guidance). If the bullying has a racist context, this will be recorded in Racist Incidents on SEEMIS.

Responsibilities and Expectations

SLC guidance “Treat Me Well” lists the responsibilities of:

Staff

- Promote an ethos and culture of praise and positive behaviours
 - See Tinto “Better Relationships, Better Behavior, Better Learning”
- Be a role model – show how to deal with problems effectively / be respectful/ be calm
- Encourage children to develop the necessary skills such as self awareness, self esteem and coping strategies such as resilience and assertiveness
- Listen, learn, involve and resolve
- Be aware of the reporting and recording system (see appendix 1 &2)
- Be aware of the school policy and follow the guidance therein
- Support people being bullied and those displaying bullying behavior – as need to support change in behaviors
- Liaise with parents / carers where appropriate

Parent / Carer

- Report any bullying incident to the H.T and address their own child’s behavior if it affects others negatively
- Monitor own child’s use of social media. This should include setting parental controls and private settings
- Report any abuse to website providers, delete abusive messages and make sure their child blocks / unfriends abusers
- Advised to refer to Respectme: “Bullying: A guide for parents and carers”
- Be aware that there may be incidents that have to be reported to the police

Children

- Continue to develop self awareness, resilience and know where to go to for help
- Contribute to a friendly, welcoming ethos in school
- Develop strong positive relationships with peers
- “SEE IT, REPORT IT” to staff
- Be aware of the impact of words / actions on others
- Seek ways to include all
- Celebrate differences – not target them
- Use social media in a safe and responsible way with appropriate privacy settings
- Report online abuse to a trusted adult and / or the website providers. Unfriend / block abusers

Prevention

Tinto Primary is committed to building a positive ethos where differences are celebrated and where all people are welcomed and valued. Staff, parents and children have a responsibility to create this ethos. Staff, parents and children also have a responsibility to adhere to National and Local guidance, including this paper.

Through a programme of personal and social development children will be taught moral values of respect, tolerance, equality and fairness. Good relationships will be promoted and parental involvement in their children’s’ education welcomed and encouraged. As part of the Curriculum for Excellence, Anti-bullying will be a whole school theme at the beginning of each school session and will also be reinforced through anti bullying week, online safety weeks / day. This work is underpinned by the UNCRC and the Articles will be addressed with the children at assemblies and in class.

There will also be a focus on skill development embedded within the curriculum and the children will be aware of these, their importance and relevance. Skills will include self awareness, self esteem, avoidance and coping strategies, assertiveness and resilience. The four capacities and H&WB outcomes will support this development of skills and learning.

The adults who form part of the school community will role model positive relationships and behaviors and create a culture of praise (see Better Relationships, Better Behavior, Better Learning” guidance)

It is acknowledged that bullying in the workplace also needs to be dealt with. Staff are reminded that the SMT can be approached in confidence, as can designated members of SLC.

Managing bullying Incidents

All staff must comply with the following procedure

- **Listen** to a child who reports bullying and take their concerns seriously. Do not say an incident is not bullying if it only occurs once – the child perceives that they are being bullied
- **Active listening** is the key – take note also of body language, facial expressions. Respond appropriately to what is being communicated. Feeding back what you have heard can help the child see how the bullying is impacting on them
- Assure the child or “reporter” of anonymity (if appropriate) and safety and that the incident will be investigated
- Ask the child what they would like to happen next – this can help the process of restoring “agency” the feeling of being in control. It is this feeling of being in control that has been taken from them. This also makes the child feel valued and will allow you to understand what support the child needs
- Tell the H.T
 - Who will investigate
 - Have a restorative meeting if appropriate
 - Will work in partnership with parents and staff to create a plan of support and appropriate strategies
 - Will log as appropriate on SEEMIS
 - Will complete the bullying log (see App1)

Conclusion

Every situation will be different, the reasons behind the behaviours will be different and each incident will require a different approach. What is important is that the children need to know that we will take them seriously and **listen** to them. They need to know that we will help make the bullying stop. They need us to help them regain control, their agency. So let’s listen, let’s make sure the children know they can ask us for help - let’s use the positive relationships we have been building with them to make the difference.

This guidance was reviewed in Session 2022-23

Appendix 1

Recording Guidelines for S.A / C.T



Tinto Primary School
Pupil Incident Log Guidance

- SLC now using SEEMIS to log and record incidents of bullying/behaviours.
- In school incidents involving pupils must be recorded in Pupil Incident Log Book kept within the H.T office
- It is the responsibility of all staff to record and complete the log book.
- The log book is split into classes with record sheets placed within.
- Not all incidents need to be escalated to HT
- Records should be completed by the person who witnessed the incident and dealt with it (that may be more than one person recording information)
- HT will record incidents on SEEMIS as appropriate
- Log Book allows staff to track/monitor behaviours/incidents over a period and see patterns where appropriate

Appendix 2

Recording log

Tinto P.S & N.C Anti
Bullying Statement

Tinto P.S & N.C

Recording log for Bullying Incidents

Date:

Names of those involved	
Where incident took place	
Type of bullying (name calling / threats/ physical etc)	
What happened	
Underlying prejudice?	
Consideration of ASN/ H&WB to be taken into account?	
Actions taken	

Appendix 3

Signs to be aware of

Signs to be aware of

- Child becomes withdrawn
- Child has scratches / bruises they cannot explain
- Child does not want to come to school/ is late for school
- Child is having trouble completing / focussing on work
- Child does not want to go out at breaks
- Child complains of headaches / upset stomach/ other pains
- Child becomes easily upset/ tearful/ ill-tempered or displays other out of character behaviours

This is not an exhaustive list and these signs do not necessarily mean a child is being bullied – but it may be worth exploring further if your “gut” is telling you these are not usual behaviours for a child.