

Wester Overton



Primary School

Anti – Bullying
Policy
2020 (Draft)



Rationale

At Wester Overton Primary School, we have an inclusive community, where learners can achieve success for today and prepare for tomorrow by attaining, believing and achieving. For learners to achieve their full potential, they must learn in a safe, secure and nurturing learning environment, where their differences are recognised, respected and celebrated. Central to this are our ten school values, with three identified specifically as key elements of our anti-bullying strategy:

To achieve a respectful, trusting and inclusive community, free of unacceptable and intolerant behaviour, we are committed to embedding and maintaining our anti-bullying strategy.

Our policy has been written in conjunction with national and local anti-bullying policies and guidelines; Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (2017) and 'Treat Me Well' (South Lanarkshire Council, 2018). In addition, our 'Leadership of Change' group have placed the following articles from United Nations Convention on the Rights of the Child (UNCRC) at the heart of our policy:

Our Policy

This anti-bullying policy and the actions arising from it aim to:

- ✚ Provide an environment where our children will learn and develop free from bullying
- ✚ Children will develop respectful, responsible and confident relationships with other children and adults
- ✚ provide a consistent and coherent approach in dealing with and preventing bullying behaviour
- ✚ develop the skills and resilience of young people and their parents to prevent and/or respond to bullying behaviour

School Vision, Aims and Values

Our school vision, values and aims underpin our school ethos and set the context for our policy.

Vision

"Together We Thrive"

Aims:

- To promote a culture of hard work, dedication and strength of character
- To create an innovative and flexible learning environment that encourages achievement for all
- To encourage a school community where everyone feels they belong and no one is left out

- To ensure that we all have the confidence and skills to maximise our potential

Values

"Responsible, Resilient, Respectful"

Aims

- Ensure that all young people are free to learn in a **safe, secure and tolerant** environment.
- Inform all young people that it is their right **NOT** to be bullied.
- Ensure there is a **common understanding** between learners, staff and parents/carers of what bullying is and where it takes place.
- Develop a **partnership** approach to anti-bullying with parents, carers, learners and staff.
- Promote a **positive ethos** that fosters self-esteem and resilience for our pupils.
- Equip young people with the necessary skills to **recognise and tackle** bullying behaviour both in school and outside of school.
- Provide help to pupils perpetrating bullying behaviours to **recognise** the causes and consequences of their behaviour.
- Establish **clear steps and guidelines** for recording, reporting and monitoring instances of bullying.

School Ethos

Wester Overton Primary School is committed to developing strategies that promote positive behaviour and reward achievement. The ethos of the school determines our effectiveness. Ethos may be defined as the outward expression in terms of the quality of interpersonal relationships of a school's aims, beliefs and values.

In Wester Overton Primary the ethos is consciously managed in order to create a climate of care and concern in which our young people and staff are valued and respected.

In Wester Overton Primary we strive to create a safe environment where there is mutual respect, equality of opportunity and co-operation. Everyone involved with the school; parents, teachers, support staff and pupils have a part to play in creating an atmosphere that allows children to thrive and feel safe.

Positive strategies and structures

Promoting positive behaviour and relationships

Strategies to prevent and respond to bullying

In Wester Overton Primary we have developed a variety of strategies for promoting positive behaviour and building positive relationships. There are many examples of good practice being used to reinforce the school's caring ethos and to provide our children with clear and effective models of behaviour.

These include:

- ✚ Class based positive behaviour targets
- ✚ Structured playground activities
- ✚ Class based awards systems
- ✚ Circle Time
- ✚ Whole school rights based assemblies
- ✚ Whole school recognition of achievement
- ✚ Growth Mindset focus

At Wester Overton we take every opportunity to celebrate success and boost the self-esteem of all of pupils.

These include:

- ✚ Recognising achievement
- ✚ Celebrating pupil achievement
- ✚ Celebrating differences and our 'uniqueness'
- ✚ Master classes to offer personalisation and choice
- ✚ Red Carpet Assemblies
- ✚ Pupil Voice - Every child is part of a committee
- ✚ Monitors, P1/P7 buddies, playground helpers
- ✚ Leadership opportunities such as pupil led lunchtime clubs
- ✚ Extra curricular clubs
- ✚ House system

At Wester Overton we range of strategies to prevent and respond to bullying behaviour have been developed.

These include:

- ✚ Positive and trusting relationships
- ✚ A whole school focus on GIRFEC (Getting it Right for Every Child),
- ✚ A focus on physical, mental and social wellbeing and anti-bullying through our Health and Wellbeing curriculum, assemblies, school display, focused anti-bullying weeks
- ✚ Peer mediation
- ✚ Understanding behaviours
- ✚ Developing resilience through Bounceback

- ✚ 'Worry' boxes
- ✚ Staff training
- ✚ Parent meetings

What is bullying?

At Wester Overton Primary school, we are fully committed to eliminating any and all forms of bullying behaviour, which can leave young people feeling hurt, frightened and upset. If young people do not feel happy and believe they are secure at school then they will be less likely to attain and achieve their full potential.

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- ✚ Being called names, teased 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 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).

When is it NOT bullying?

It is just as important to remember young people will 'fall out' and disagree as a **normal** part of growing up and we would not consider this bullying behaviour or address it through this policy, unless left unresolved and it develops into something more serious. Young people experiencing fall outs and disagreements will be supported in the normal way.

There may also be times when some actions may appear to be bullying, but they are in fact a **crime**. Behaviours such as hate crime, sexual harassment/assault, or physical assault are illegal.

A Strategy for Handling Incidents of Bullying Behaviour

All staff will adhere to the same conduct when supporting children experiencing bullying behaviour. Information regarding situations will be shared with members of staff as appropriate to enable them to support individuals.

Expectations of staff

Staff must

- + recognise the impact on the child
- + recognise that the child may feel more vulnerable having spoken about their experience
- + never underestimate the 'power of peers'; their reaction to bullying behaviour or its disclosure may influence the young person's decision on how to react
- + accept the young person's fear of reprisals as genuine
- + accept that confidentiality for some young people is a concern

Expectations and Responsibilities of the Head Teacher:

- + 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, pupils, 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 pupils.
- + Regularly monitor and ensure training of all staff about bullying behaviour and responding to bullying.
- + Record all incidents of bullying reported or witnessed on Seemis, in line with South Lanarkshire Council Treat Me Well Policy, with actions taken and outcomes being recorded.
- + Liaise, as deemed necessary, with outside agencies to address the needs of individuals.
- + Monitor and respond to bullying incidents.
- +

Staff responsibilities

Staff should:

- + reassure the child that it is right to talk to someone about having been bullied
- + remind the child that they have the right to feel safe within the school environment
- + explore a range of choices so that they feel in control and comfortable with the future course of action
- + assure the young person that the bullying behaviour will be addressed and that the situation will be dealt with in a proactive way
- + reassure the young person that they will not be expected to confront the person/s carrying out the bullying behaviour unless they wish to do so

- ✚ provide regular opportunities for feedback both from and to the child about progress
- ✚ log all reported incidents and include sign off and next steps
- ✚ ensure that the child is involved in constructing and implementing an action plan
- ✚ ensure that any action taken doesn't prompt reprisals
- ✚ explore the possibility of support from other children who have experienced bullying behaviour in the past
- ✚ work towards building a support network for the child
- ✚ seek all available opportunities to empower the child
- ✚ monitor and review the situation and check with the child that they feel adequately supported

Involving Parents

As partners in education, parents are an integral part of the process of handling incidents of bullying behaviour. Parents may feel confused, worried and upset if their child is being bullied. At Wester Overton Primary we can work with parents to resolve a bullying situation by:

- ✚ emphasising to parents that the incident is being taken seriously
- ✚ reminding parents of the school's procedures for dealing with reports of bullying
- ✚ allowing parents to give a full account of the incident from their point of view
- ✚ sharing the report of the incident with parents in the presence of the child

Responsibilities of parents/carers

- ✚ Stress the importance of sociable behaviour and tolerance of differences
- ✚ Monitor your own child's use of social networking sites and text messages
- ✚ Familiarise yourself with the school's anti-bullying policy and consider what is bullying as opposed to a fall out with a friend? Are there two sides to the story?
- ✚ Actively listen to your child when they tell you about a suspected bullying incident.
- ✚ Stay calm.
- ✚ 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 to 'hit back' is a common response but not necessarily the best or safest option.
- ✚ Contact the school and ask for an appointment.
- ✚ 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.
- ✚ Remember that schools have a duty to support **all** parties involved in a bullying situation.
- ✚ Keep channels of communication open until the situation is resolved.

Responsibilities of children

- + Follow guidance detailed within the school's anti-bullying policy;
- + Participate in any consultation regarding anti-bullying;
- + Treat peers with respect
- + If you think you are being bullied seek help by confiding in someone you trust
- + Discuss and agree what options are available
- + If the bullying is online there are many useful strategies that can be used
- + 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, report it to a trusted adult.

Responding to Bullying Behaviour

As a staff we recognise that in spite of our best efforts, incidents of a bullying nature can still occur. When responding to bullying our actions will be underpinned by fairness, equality and inclusion and will be child-centred. Research shows restorative practice methodology and counselling are more effective in dealing with incidents than punishment or sanctions.

For the pupil being bullied:

- + The pupil will be listened to and spoken to in a reassuring way.
- + Pupil views will be taken into account for how they want the bullying incident(s) dealt with - to allow them to regain control of the situation.
- + The pupil will be continually supported, even after the bullying has stopped

For the child bullying another child:

- + Identify the feelings that cause them to act this way
- + Develop alternative ways of responding to these feelings
- + Repair relationships
- + We can help children and young people to change by telling them that their behaviour is bullying, rather than labelling them.

Monitoring and Recording

A system of recording and monitoring incidents of bullying behaviour is essential and should allow the school to:

- + track particular pupils and incidents to a satisfactory conclusion;
- + identify types of bullying behaviour;
- + target resources;

In Wester Overton Primary we are developing a clear for monitoring and recording bullying:

- + when an allegation of bullying is made an anti-bullying pro-forma is opened and passed to Senior Management for completion;
- + pupil and parent comments and sign off are recorded on the pro-forma (Appendix 1)

- ✚ all further incidents are recorded;
- ✚ the allegation is investigated and action plans are constructed in consultation with parents (as required);
- ✚ the allegation is recorded and tracked on SEEMIS;
- ✚ review dates are arranged to follow up with victim and bully;
- ✚ where necessary other professionals are involved and their input monitored and reviewed.

Useful resources

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (Scottish Government, 2017)

<https://respectme.org.uk/>

www.childline.org.uk

www.bullying.co.uk

www.nspcc.org.uk

www.thinkuknow.



Appendix 1

Date:	Reported to:	Reported by:	<p>School Plan:</p> <ul style="list-style-type: none"> • Alleged bullying behaviour is reported by pupil, parent or staff. • SMT investigate sensitively and fairly. • All parties listened to and views taken on board. • Parents informed and views taken into account. • All parties informed of how others are feeling. • SMT will ask that all inappropriate behaviour ceases. • SMT will monitor for two weeks, with pupils, parents and staff encouraged to report further incidents. • SMT to record on pro-forma. • At the end of the two week monitoring period, pupils, parents and staff will evaluate collaboratively and decide on one of two outcomes: <ol style="list-style-type: none"> 1. Situation resolved. 2. Situation NOT resolved - as directed by SLC policy, a bullying incident is logged on SEEMIS and further action taken. <p>It is crucial in all cases that all pupils are supported effectively through ongoing support, advice and guidance. In all cases, the situation will continue to be monitored.</p>
Date of incident:	Time/Location of Incident:	Person/s involved:	
Alleged incident:			
Action taken:			
Further incidents:			
Two week Monitoring review date:			
<p>Situation Resolved.</p> <p>Situation NOT resolved - as directed by SLC policy, a bullying incident is logged on SEEMIS and further action taken.</p>			
Comment (monitoring outcome/further action)			
Signed:		Date:	