



Stirling Council

Buchlyvie Primary School

Anti-Bullying Policy and Procedure



Date agreed: September 2021

Bodies consulted: Staff (Parents November 2018)

Planned review date: November 2023

Anti- Bullying Policy

Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people, and adults. Children, young people and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards.

Scottish Government (2010) – A National Approach to Anti-Bullying for Scotland’s Children and Young

Rationale

From 2010, legislative and policy change; such as the Children and Young People (Scotland) Act 2014, Education (Scotland) Act 2016 as well as equality legislation put in place by the UK Government including the Equality Act 2010, has put greater focus on our children and young people’s health and wellbeing. Alongside that, we now understand more about how children and young people’s confidence, resilience, participation and attainment can be affected by bullying both in the short term and long term.

In response, the Scottish Government introduced *Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People* (2017). *Respect for All* reflects Getting it Right for Every Child (GIRFEC) and recognises that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments that are safe, nurturing, respectful and free from fear, abuse and discrimination. Central to this, *Respect for All* is underpinned by the values of, Fairness, Respect, Equality and Inclusion. Stirling Council is committed to providing a safe, supportive environment for all people in its educational establishments as set out in the Policy Document: Positive Relationships: Positive Behaviour.

At Buchlyvie Primary School our aim is for every child to achieve their full potential by providing a safe, secure environment where high quality teaching and learning takes place. To achieve this, we plan for continuous improvement, working with parents, children and the wider community. The ethos we strive to create is based on the values of honesty, respect, confidence, tolerance and responsibility.

Our aim is to:

- Promote education and care of a high standard with a vision that puts children first;
- Value diversity, promoting social inclusion to reduce inequality and raise achievement;
- Encourage the personal growth of staff and pupils;
- Enrich the educational experience for the pupils through developing creativity, digital and employability skills; and
- Seek progress through partnership working with people whom we share a common purpose.

At Buchlyvie Primary the Getting it Right for Every Child (GIRFEC) approach underpins the life and ethos of the school to ensure that we put every child at the centre. Our whole school nurturing approach supports behaviour, wellbeing, attainment and wider achievement at Buchlyvie Primary School.

We understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment. Bullying must be addressed quickly. Bullying should never be seen as a typical part of growing up

Aim

To build capacity, resilience and skills in children and young people, and all those who play a role in their lives, to prevent and deal with bullying.

Objectives

- All children and young people are provided with a safe, inclusive and supportive environment in which to learn;
- Children and young people, parents and carers and staff have a robust understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported.
- A culture is promoted where bullying is recognised as being unacceptable;
- The prevention of bullying of children and young people through a range of approaches; and
- Effective support for children and young people and their parents and carers who are affected by bullying.

Definitions of 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 hurt, threatened, frightened and left out. This behaviour happens face-to-face and online.

(respectme, 2015)

Bullying is a breach of Human Rights Act 1998 and the UN Convention on the Rights of the Child. Although neither specifically mentions bullying, bullying behaviour does breach a number of the articles in both. Alongside this, both outline the responsibilities of adults to protect and safeguard children and young people from bullying behaviour:

1. *Everyone has the right to be respected and safe, 2 regardless of their race, ethnicity, religion; gender, sexual orientation, disability or age.3 Violence, harassment and bullying are violations of this human right.*

Bullying is a combination of behaviours and can affect someone's ability to feel in control of themselves; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can harm people physically or emotionally and, although the behaviour may not be repeated, the threat may be kept up over time, by actions, looks, messages, confrontations, hitting or hurting or the fear of these.

Bullying also occurs in the virtual world which children and young people access through the Internet, via social networking (e.g. Facebook, Twitter and Instagram), computers and mobile phones. As communication can happen anywhere and at any time, often unsupervised, on-line bullying can be very pervasive and difficult to handle. Online bullying shouldn't be treated differently from face-to-face bullying. Online bullying, or 'cyberbullying' as it is often referred to on social networking sites and online gaming platforms. A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online. Bullying – A Guide for Parents and Carers, which includes guidance on on-line bullying, is available from 'respectme' – Scotland's Anti-bullying Service on their website - www.respectme.org.uk

Bullying 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, 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 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 talking about bullying, it is important not to label children and young people as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it. Labelling an action as bullying is a more effective way of motivating a child to change their bullying behaviour. At Buchlyvie we talk about 'children who bully', and, 'children who are bullied'.

It is crucial to take into account the impact that bullying behaviour has on a child or young person. The impact an incident has on a child or young person is more important than whether it is classified as bullying. Actions can affect people in different ways and this should be taken into consideration. The person who has experienced harm may have experienced just one event. The impact determines the definition of bullying. One incident is sufficient to alert adults to take supportive action.

Prejudice-based bullying

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, biphobia or transphobia 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. For example, prejudice arising from socio-economic background or a child or young person's appearance.

There is no legal definition of bullying in Scotland and, as such, bullying is not a crime. Bullying can be motivated by prejudice similar to hate crime; the distinction is when a crime has taken place, such as assault, graffiti or a breach of the peace that has been motivated by prejudice.

Buchlyvie Primary School is committed to current definitions that take account of the context in which the event took place and the impact on the person who feels harm has been done to them. It is considered unhelpful to define bullying purely in terms of behaviours alone. It is important to have clarity about these significant events and be able to recognise and acknowledge bullying behaviours when they happen.

Roles and Responsibilities

Within Buchlyvie Primary School there is a sense of collective responsibility, consistency and high expectations from all members of staff, teaching and non-teaching.

Senior Leadership Team

It is the responsibility of the Senior Leadership Team at Buchlyvie Primary School to ensure that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment. This is achieved by:

- Managing the implementation of the Anti Bullying Policy;
- Developing and implementing practices that promote fairness, equality inclusion and respect in line with Respect for All and national guidance on promoting positive relationships and behaviour;
- Involving and consulting meaningfully with children and their parents;
- Making parents aware of Buchlyvie Primary School Anti-Bullying Policy;
- Ensuring there is clear monitoring and recording procedures and everyone in the school is aware of these;
- Monitoring and reviewing policy and practice on a regular basis;
- Taking action to promote positive respectful relationships;
- Taking action to promote equality and diversity and children's rights;
- Offer children and young people a range of ways to report bullying or to talk about any concerns they have in confidence;
- Resolving incidents of bullying proactively, using a respectful, proportionate and holistic approach which takes account of the impact of the incident as well as any underlying prejudice or other negative attitudes;
- Ensuring staff have access to high-quality Career-Long Professional Learning which will help improve the health and wellbeing outcomes of children and young people that they work; and

- Ensuring parents are provided with information on how to raise a complaint and who to contact if escalation is necessary.

Role of the Teacher

Teaching staff has responsibility for:

- Reading and understanding Buchlyvie Primary Anti - Bullying policy;
- Awareness of the values and principles of Respect For All and act in accordance with them in terms of preventing and responding to bullying behaviour
- Acting in accordance with the relevant professional standards and codes of conduct, e.g. SSSC and GTCS
- Acting as positive role models to establish open positive and supportive relationships
- Listening and take children and young people seriously;
- Engaging with parents;
- Sharing concerns appropriately with the Senior Leadership Team;
- Taking action to promote equality and diversity and children's rights;
- Working collaboratively to help ensure bullying cannot thrive;
- Treating people with respect; and
- Participating in Career-Long Professional Learning that will help improve the health and wellbeing outcomes of children and young people that they work.

Support for Learning Assistants

SLA staff has responsibility for:

- Reading and understanding Buchlyvie Primary Anti - Bullying policy;
- Awareness of the values and principles of Respect for All and act in accordance with them in terms of preventing and responding to bullying behaviour
- Acting as positive role models to establish open positive and supportive relationships
- Listening and take children and young people seriously;
- Engaging with parents;
- Sharing concerns appropriately with the Class Teacher or Senior Leadership Team;
- Taking action to promote equality and diversity and children's rights;
- Working collaboratively to help ensure bullying cannot thrive; and
- Treat people with respect.

Children

Children have responsibility for:

- Treating people with respect and not engage in bullying behaviour;
- Being aware of Buchlyvie Primary School Anti-Bullying policy;
- Challenging bullying behaviour, when safe and appropriate;
- Working together to help ensure bullying cannot thrive; and
- Share concerns with peers and trusted adults; and
- Report if you are being bullied or witness someone else being bullied. It is very important that you take action: ignoring it can often mean it will get worse! Steps you can take include:
 - **Tell** your teacher or any other member of staff;
 - **Tell** a senior pupil who can then tell a teacher;
 - **Request** a confidential chat with the teacher by adding a note to the Talk Box; and/or
 - **Tell** an adult you can trust.

Parents and Carers

Parents and Carers have responsibility for fostering home/school partnership and working collaboratively to ensure bullying cannot thrive by:

- Being aware of Buchlyvie Primary School Anti-Bullying Policy;
- Listening and taking children and young people seriously;
- Sharing concerns about their child as early as possible with appropriate teacher or educator;
- Engaging through school Parent Forum/Parent Council or other appropriate forums to contribute to and learn about anti-bullying practice;
- Treat people with respect; and
- Promote positive respectful relationships.

Prevention of Bullying

Buchlyvie Primary School Primary School will work to create a positive and supportive ethos. A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it difficult for bullying behaviour to occur or be tolerated. This may include particular approaches such as:

- All children are familiar with Children's Rights;
- All children are familiar with Girfec Wellbeing Wheel: Safe, Healthy, Active, Nurtured, Achieving, Responsible, Respected and Included;
- All children are familiar with the Positive Behaviour Policy and Class Dojo System;
- Involvement of the Pupil Council to contribute and influence policies and strategies;
- Raising awareness and developing resilience through FRIENDS Programme;
- Values Assemblies on Anti-bullying, Respect and Responsibility;
- Buddying systems;
- Classwork – Novel studies, posters, campaigns, area of specific focus etc.;
- Creative and motivational ways to engage pupils and raise awareness of bullying and Children's Rights with theatre groups, speakers, film footage and music;
- Creative Flame deliver online anti-bullying strategies to children and parents in P5-7;
- Anti Bullying week in November- respectme.org.uk;
- Health Weeks that includes an anti-bullying awareness activity;
- Afterschool and lunchtime activity clubs to encourage positive social interaction;
- Encouraging pupils to report bullying incidents including the use of a whole school Talk Box and circle time;
- Restorative approaches are used to challenge and stop bullying behaviours;
- Staged Intervention Systems identify vulnerable pupils and take action to support children; and
- An understanding of the impact and legal consequences of on-line bullying, supported by community police, for the whole school community through the curriculum, assemblies and events for parents and carers e.g. Health Weeks.

Action - what will we do when you tell us?

Bullying and harassment are wrong and we will always listen to any concerns or comments, but that doesn't mean the people who do it are 'bad' people. It doesn't excuse the bullying behaviour, but it does mean that it is possible to help them change the way they behave. Steps we will take will include:

- Discussing incidents with child experiencing the bullying behaviour;
- Discussing incidents with child displaying bullying behaviour; and
- Demonstrating impartiality and being non-judgmental;
- Taking appropriate action.

We will encourage a solution-oriented approach that is built on fairness, respect, equality and inclusion to separate the person from the behaviour. We promote accountability and seek to repair any harm caused in a situation. This is designed to help change the way a child or young person is behaving without being stigmatized. This will involve:

- Creating an ethos of fairness, respect, equality, inclusion, accountability and taking responsibility;
- Actively listening while encouraging collaboration and emotional self-expression;
- Facilitating dialogue and problem-solving;
- Listening to and expressing emotion; and
- Empowering others to take ownership of problems.

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must:

- Use their professional judgment in deciding upon appropriate action based on the impact of the bullying behaviour on the child or young person.
- Confirm that bullying is never acceptable; that everyone deserves to feel safe;
- Endeavour to manage the resolution of the bullying incident through restorative practice;
- Inform parents of the incident and action taken; and
- Involve parents when their active support is needed to implement a resolution of the bullying incident.

The child or young person who has experienced bullying behaviour will receive appropriate support and protection. Examples of good practice include that the child or young person is:

- Escorted to a comfortable place with no distractions;
- Listened to, taking the form of restorative practice if appropriate;
- Gently encouraged to talk, to find out what happened, who was involved, where and when – and notes taken;
- Asked what they want to see happen next;
- Should be kept up to date with progress; and
- Check in to ensure wellbeing is positive

When a child or young person has **displayed bullying behaviour**, a member of the Senior Leadership Team will manage the resolution of the bullying incident in school. The child or group will be treated with respect. The individual or group will not be labelled as 'bully/bullies'; instead the behaviour will be labeled e.g. unacceptable, inappropriate, and disrespectful. This does not diminish the seriousness or impact of bullying behaviour; rather, it is an essential way of maintaining the adult's focus and response on the behaviour that is problematic; by telling them that the behaviour is bullying and that what they did is not acceptable can help children and young people to change. Parents should be involved when their active support is needed to implement a resolution of the bullying incident. Examples of good practice include that the child or young person is:

- Escorted to a comfortable place with no distractions;
- Listened to, taking the form of a solution orientated approach;
- Encouraged to talk, to find out what happened, who was involved, where and when – and notes taken;
- Time should be taken to understand the reasons for the bullying behaviour;
- Identify the feelings that cause them to act this way;
- Develop alternative ways of responding to these feelings;
- Understand the impact of their behaviour on other people; and
- Repair relationships through a restorative approach;

A 'restorative conversation' will use questions to allow children and young people to understand the impact of their behaviours. The questions that may be asked are:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do I/you need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

Consideration should be given to the support and sanctions given to the young person displaying bullying behaviour to ensure that interventions are intended to improve behaviour. Such approaches might include:

- Restorative conversation;
- Sanction as agreed in Buchlyvie Positive Behaviour Policy;
- Step Change Plan from Friends;
- Positive behaviour strategies with the Support for Learning Teacher;
- Involvement of educational psychologist; and
- Community Police.

Only as a last resort exclusion from school will be considered as a sanction. The Headteacher will follow the guidelines and procedures in Stirling Council's *Positive Approach to Preventing and Managing School Exclusions* document.

Recording an Incident in SEEMIS Pastoral Notes and SEEMIS Wellbeing Application

Information must include:

- The children and young people involved, as well as staff or other adults;
- Where and when bullying has taken place;
- The type of bullying experienced, e.g. name-calling, rumours, threats etc.;
- Any underlying prejudice including details of any protected characteristic(s);
- Consideration of personal or additional support needs and wellbeing concerns; and
- Actions taken including resolution at an individual or organisational level.

Support for Pupils

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) provides a comprehensive legal framework for the provision of additional, targeted support for children and young people who face barriers to learning. Children with additional support needs may experience bullying differently and may be targeted because of their additional support need. In addition, social emotional or behavioural needs which can arise from bullying, may be considered an additional support need if the bullying is having an impact on the child or young person's learning, including those children and young people who are demonstrating bullying behaviour. Buchlyvie Primary takes into account additional support needs and the principles of inclusion when addressing bullying. Additional support will be provided through the Staged Intervention process for children affected by bullying at school.

Home/School link

Parents are valued contributors and as such they are kept fully informed of the strategies at Buchlyvie Primary uses to promote positive behaviour and good relationships. Their opinions are sought, and through newsletters, information leaflets and workshops/open afternoons, they are actively encouraged to support their child.

Parents are invited to attend consultation evenings and reports are issued annually. Any parent who is concerned about their child's development is encouraged to contact the school. Firstly, Class Teacher followed by a member of the Senior Leadership Team to discuss concerns. Parents of children who are experiencing difficulties are invited to attend additional meetings to discuss further strategies to build capacity, resilience and skills in children and young people to prevent and deal with bullying.

Parents reviewed this policy in November 2018 and stated that 'resilience is key'. Supporting children to develop resilience is key at home and in school.

Management, Leadership and Quality Assurance

School aims are shared with staff, children and parents through the Anti-Bullying Policy, School Improvement Plan, School Handbook and parental workshops. The Anti-Bullying Policy will be reviewed annually to ensure the best outcomes for our children and young people. Quality indicators described in 'How Good is Our School?' will be used to evaluate the on-going effectiveness of this policy.

¹ *Universal Declaration of Human Rights (UDHR)*, 1948, art 5; *International Covenant on Economic Civil and Political Rights (ICESCR)*, art 7; *Convention on the Rights of the Child (CRC)*, 1989 art 19.

² *UDHR*, 1948, art 2; *International Covenant on Civil and Political Rights (ICCPR)*, 1966, art 2; *ICESCR*, 1966, art 2.

³ *Convention on the Rights of the Child (CRC)*, 1989, art 19.

Resources

1. www.respectme.org.uk
2. <http://www.secondstep.org>
3. Olweus Bullying Prevention Program: Teacher Guide (2007)