

Callander Primary School and Nursery Anti Bullying Policy

Our practice and policy with regards to Anti Bullying form a sub policy of the Positive Relationship Policy of our school.

Our guidance and policy on Anti bullying is based on the following

National legislation and policy:

- United Nations Convention on the Rights of the Child (UNCRC)
- Children and Young People (Scotland) Act (2014)
- Curriculum for Excellence (CfE)
- National Guidance for Child Protection in Scotland 2014
- Building the Ambition; National Practice Guidance on Early Learning and Childcare (2014)
- The Equality Act 2010

Local Authority guidance and policy:

- Preventing challenging bullying behaviours
- Promoting Positive Relationships
- Staged Intervention • Nurture Strategy
- Safe Guarding and Child Protection
- GIRFEC Forth Valley

At Callander Primary we understand that:

'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. 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.

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." Respect me, 2015

Bullying behaviour has a detrimental impact on children and young people physically and emotionally. An incident may only happen once but if the impact is that it leaves a child/young person fearful, threatened and/or where it causes perceived loss of control or worthlessness, this is bullying behaviour.

Bullying is referred to as behaviours which are:

- Repeated regularly over a period of time or leaves a sense that it might be sustained over time
- Targeted directly on an individual
- Difficult for those targeted to stop

We will use the term **bullying behaviour** to describe such incidents

We recognise that there are a variety of behaviours which can cause hurt both verbal and physical and that within this there are behaviours which can be defined as bullying.

Bullying behaviour can be:

- Being called names, teased, put down or threatened face to face and/or 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
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

We understand that 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 in different ways. In the Scottish legal system, these are referred to as 'hate incidents' and if a crime is then committed, 'hate crimes'. We are responsible for ensuring that curricula are designed to include education about all protected characteristics, ensuring that children and young people have the language, understanding and confidence to respond to prejudice-based bullying effectively.

Prejudice-based bullying includes incidents which have been motivated by one or more of the protected characteristics (below), as well as including other prejudices which are not listed in the Equality Act 2010.

The protected characteristics in the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Other prejudices not listed in the Equality Act 2010:

- Additional Support Needs
- Asylum Seekers and Refugees
- Body Image and Physical Appearance
- Gender Identity
- Gypsy/Travellers
- Intersectionality
- Looked After/Care Experienced Children and Young People
- Sectarianism
- Socio-Economic Prejudice
- Young Carers

We are committed to providing a caring, friendly and safe environment for all learners to ensure that they can learn in a relaxed and secure atmosphere. If bullying behaviours occur, all learners should be able to talk to a staff member, confident that the incidents will be investigated. In order to promote the very highest standards, we also encourage anyone who knows that bullying or hurtful behaviours are occurring, to report it.

We understand that:

Good relationships and positive behaviour across whole school communities are fundamental to the successful delivery of a Curriculum for Excellence. Underpinning the delivery of outcomes are the creation of a positive ethos, peaceful learning environments, improved relationships and positive behaviour in our schools; ensuring our children and young people are included, engaged and involved throughout their school careers.

Improving relationships and promoting positive behaviour in Scotland's schools
(Scottish Government, 2008)

We recognise and endorse the need to take time to build caring and supportive relationships with children and each other and we strive to help our young people develop the skills required to manage their feelings and behaviour and to relate positively to others.

There are several strategies in place to prevent bullying behaviours at Callander Primary school and Nursery:

- Staff are aware, in accordance with our Child Protection policy and procedures, of any changes in a child's behaviour which may indicate bullying behaviours.
- Our Nurture Implementation Plan and School Improvement Plan demonstrates the approaches we are taking to help embed this support into all aspects of school life.
- As detailed in our Positive Relationship Policy, we have a solution focused approach to challenges and difficulties which may occur and we use restorative approaches to develop and enhance these skills.
- Restorative approaches ensure that all stakeholders are part of a fair process which explores the impact of behaviours on others.
- Underpinned by MAPA Pivotal training, we encourage all stakeholders to resolve and learn from conflict in a manner which supports and develops relationships.
- The promotion of positive relationships throughout the nursery and school including a clear focus on our school values and school rules to address behaviour matters
- Regular staff meetings including Support staff meetings to discuss class and playground incidents and procedures
- Open door policy ensuring access to either the class teacher, HT or DHT to address parental concerns
- Open Door policy for staff and children to report concerns to either the HT or DHT.
- Children are encouraged to take responsibility for not only their own actions but also for the impact their actions may have on others.
- At the start of every session as part of our Health and Well Being programmes of study, staff will explore with learners what they should do if they feel they are victims of bullying behaviours and will create a class charter based on the United Nations Convention of the Rights of the Child.

When it is not bullying behaviour?

At times children and young people fall out and disagree with each other as a normal part of growing up. Providing children and young people opportunities to discuss how they feel, helps them develop resilience in managing their relationships. As adults, we have a responsibility to support children and young people to talk about their experiences and challenges, without us leading their thinking and potentially mis-labelling the behaviour. This could escalate a simple fall out to something perceived to be a bullying incident, and adults use a common-sense approach to manage such conversations supportively and sensibly

At Callander Primary there are clear and appropriate systems for reporting and dealing with incidents of hurtful or bullying behaviour.

There is no single reactive strategy suitable for all incidents of bullying behaviours however it is essential that all such behaviours are discussed openly, treated seriously and dealt with in a solution focused manner. All incidents will be investigated and appropriate action taken. After the incident is resolved, staff will continue to monitor all involved.

All incidents of alleged bullying behaviour are recorded and monitored. Incidents will be recorded on the Bullying and Equalities module on SEEMIS.

Notice will also go into the school newsletters and school app periodically giving advice to parents as to how they can best support their children. This advice is included as **Appendix 1** of this sub policy.

Endorsed by staff and parents May 2011
Reviewed January 2018
Reviewed January 2019
Reviewed November 2019
Reviewed October 2022

Anti Bullying Policy

Appendix 1

Advice for learners, staff and parents/ carers

Advice for learners

For learners who are experiencing bullying or hurtful behaviours

Tell an adult that you trust.

If you can, write down everything that has been said or done to you. Be careful to only write down things that have actually happened.

For learners who witness someone experiencing bullying or hurtful behaviours

Tell someone

Try to be a friend to the person experiencing the hurtful behaviours.

Bullying or hurtful behaviours are never “a laugh”. They cause people to feel upset and scared. They do not show either our school values of Respect or the school rules of Ready and Safe and as such they have no place in our school.

Guidelines for staff

Class and nursery staff must create a supportive environment by:

Encouraging interdependence and mutual respect amongst learners.

Sharing class and nursery responsibilities in a fair and transparent manner.

Ensuring that a wide range of achievements and capabilities are valued and promoted.

Facilitating co-operative learning opportunities.

Providing opportunities for children to independently resolve minor conflicts and provide their own solutions using restorative approaches.

Addressing all behaviours through the school Values and School Rules.

Keep a record of all bullying behaviours in consultation with management.

Within the playground, staff should:

Encourage co-operative play.

Ensure that all learners have access to school equipment and playground resources.

Monitor the inclusion of learners.

Ensure that all areas of the playground are visible by staff members.

When conflict occurs, listen equally to all parties and try to encourage learners to use solution focused techniques to resolve minor conflicts using restorative approaches.

Investigate any complaints appropriately.

Pass on all complaints and concerns to either the class teacher, HT or DHT for further investigation if required.

Advice for Parents/ Carers

Parents can support their children by:

Encouraging their children to talk about what is going on at school and to talk through any minor incidents calmly to ascertain what has happened. Is it a simple fall out or is it bullying behaviours.

Encouraging their child to talk to their teacher, a support staff member, the HT or DHT if they have a concern about either themselves or a friend.

Watching out for signs of change in your child, this may indicate some difficulty.

Contacting the school if you feel that there has been an incident of bullying behaviour which has not been resolved.

