

# Calderwood Cares: Promoting Positive Relationships Anti-Bullying Policy



West Lothian Council is committed to providing a safe, supportive environment for all people in its educational establishments. Here at Calderwood Primary School our focus on values, courage, relevance and relationships ensures we understand that bullying is never acceptable and that children have the right to feel happy, safe, respected and included in our learning environment. As highlighted in the Curriculum for Excellence, the Health and Wellbeing of the pupils at Calderwood is the responsibility of everyone in our school community. All of our staff have the responsibility to be proactive in promoting positive relationships and tackling bullying in our learning community.

The Scottish definition of bullying is:

*“Bullying is both behaviour and impact; what someone does and the impact it has on the other person’s capacity to feel in control of themselves. We call this 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 and it can happen 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 be sustained over time is present, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these (Respect Me, 2015).*

**Bullying, including that which takes place online, is always damaging and must always be taken seriously and addressed.**

In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination. Calderwood uses The Respect for All 2017 framework which provides a holistic framework for all adults working with children and young people to address all aspects of bullying, including prejudice-based bullying. Respect for All reflects Getting It Right for Every Child and recognises that bullying impacts on wellbeing. The framework can be found here:

<http://www.gov.scot/Publications/2017/11/6766>.

Alongside all schools in West Lothian, Calderwood Primary is committed to the UN Convention on the Rights of the Child (UNCRC) and there is an understanding that bullying behaviour is in clear contravention of the UNCRC. At Calderwood Primary we are beginning our UNICEF Rights Respecting School Award (RRSA) journey. The Award recognises the UNCRC is at the heart of a school’s planning, policies, practice and ethos. Article 2 states (without discrimination) “the convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from”. Section 3 of West Lothian Council’s Building Positive Relationship Policy is linked to the Council’s Equality and Diversity Outcome Plans encompassing the Equality Act 2010. Calderwood Primary School considers any bullying which arises from protected characteristics unacceptable e.g. age, race / ethnicity, sex, gender re- assignment, religious belief, disability, pregnancy/maternity and sexual orientation.

Further information can be found in the Respect Me resource:

[www.respectme.org.uk/bullying/prejudice-basedbullying](http://www.respectme.org.uk/bullying/prejudice-basedbullying)

## Common Types of Bullying

### Behaviours:

Emotional - Being unfriendly, excluding, tormenting - for example, threatening gestures, having belongings taken or damaged.

Physical - Pushing, kicking, hitting, punching or any use of violence. Physical violence may be considered as assault, according to severity.

Verbal - Name-calling, sarcasm, spreading rumours, teasing.

### Online

This type of bullying changes the geography of bullying, however the behaviours are the same and must be addressed as if happening in the physical environment.

Online bullying includes all areas of internet, such as email and social media misuse; mobile threats by text messaging/calls; misuse of associated technology such as camera/video facilities and online gaming platforms.

### Prejudiced

Any comment or action to taunt pupils who are perceived to be different; are young carers; have additional support needs; are disabled; from travelling families; are asylum seekers. Issues arising from socio-economic background are included here.

## **Racial**

Racial taunts, graffiti, gestures, deliberate physical attacks. It can be identified by the fact that victims are singled out because of the colour of their skin, the way they speak, ethnic grouping or religious or cultural practices. Sectarianism may also be included here.

## **Gender Based**

Unwanted physical contact, which may be considered as assault, or sexually abusive/ suggestive comments. Gender stereotyping is an aspect to be considered here.

## **Homophobic, Bi-Phobic or Transphobic**

Being targeted because of who you are, or who you are perceived to be. Hurtful behaviour and attitudes which focus on the issue of sexuality.

Further support can be found in the Respect Me document:

[Addressing Inclusion](#)

## **When it is not bullying**

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. We know that children and 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.

It is also important to ensure that there is a clear distinction between bullying and other potential forms of criminal offences such as physical assault, hate crime, child sexual exploitation and gender based violence. For instance, when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying. This is sexual assault or abuse and a form of gender-based violence. Similarly, hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. A hate crime can take a number of forms that are potentially a form of criminal harassment and should be treated as such.

## **Communicating Effectively**

We have a responsibility to communicate with and consult on the policy with all staff, pupils, parents/carers and the wider school community. We would like to involve and consult with all members of the school community regarding behaviour and anti-bullying procedures.

This will be done through:

- School Improvement /Development plans
- Staff professional learning
- Communication with pupils e.g. via Calderwood Connects (assemblies) and displays in classrooms
- The Health and Wellbeing and wider curriculum
- Specific anti-bullying initiatives such as anti-bullying weeks or days
- Pupil Voice / forums
- Handbooks, newsletters and school and council websites and twitter feeds.
- Parents' meetings or public meetings, parent council, parent forum

## **Strategies used to Prevent and Respond to Bullying**

An important element of anti-bullying strategies is the proactive work done through the curriculum in addressing the underlying issues and looking at ways of challenging inappropriate behaviour.

Examples of strategies we use to prevent and reduce bullying are:

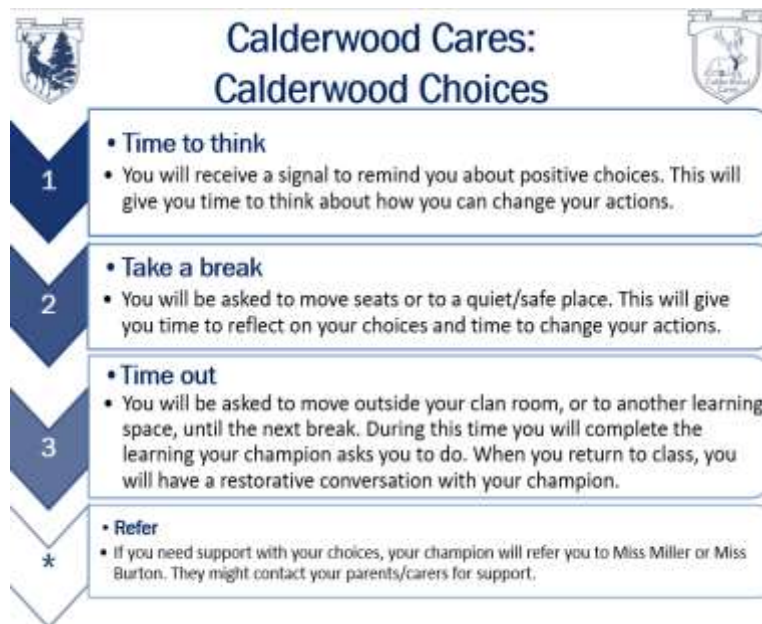
### **Our Wellbeing Process**

At Calderwood all children learn about the Wellbeing Indicators, feelings, their rights (UNCRC) and discuss the kinds of behaviour that causes hurt to others. Our learners also self-report on the Wellbeing Indicators using a 'Wellbeing Check In'. They choose from a red, amber or green scale to determine their wellbeing. From this we can identify children who need support and 'Trusted Champion (adult) Conversations' take place when a pupil identifies as red/amber in their 'Wellbeing Check In'. Our learners also have access to their chosen Trusted Champion whenever they feel they need it. They can raise and discuss any matters that are troubling them such as name-calling, bullying, unequal access to certain activities etc. This allows us to plan effective interventions and extend our curricular approaches to developing positive relationships such as Nurture, Building Resilience and Emotion Works.



### Calderwood Choices

At Calderwood we promote positive relationships, behaviour and role models through our clear expectations. We link our culture and ethos, behaviour, equalities and anti-discriminatory policies and procedures to acknowledge the collective responsibility of the whole school community in responding to bullying. We use three simple rules which support this – **Be Ready, Be Respectful, Be Safe!** If any children need support with their choices all staff and pupils are aware of the consequences to ensure a consistent approach. We use the flow chart below:



### Learning about Positive Relationships and Bullying

We use positive, collaborative approaches to the delivery of teaching which includes and involves pupils in their learning. Some examples of learning used to support building positive relationships is:

- Encouraging the pupils to think positively about differences.
- Supporting pupils with additional support needs to understand that bullying is wrong and what to do about it.
- Reading stories that introduce pupils to people from multi-national backgrounds through pictures and positive role models.
- Reading stories that positively promote different family structures.
- Encouraging pupils to resolve personal animosities and tensions which have found expression in an incident, through, for example, conflict resolution, mediation, peer mediation, Circle Time, group work etc.
- Looking at historical topics which raise issues of discrimination and how it affects society.
- Dealing with discrimination which often underpins bullying behaviour.

- Organising anti-bullying awareness weeks and anti-bullying games.
- Implementing Buddying and Pupil Voice Groups
- Creating safe spaces within the school environment
- Displaying posters about bullying.
- Displaying statements about behaviour, anti-bullying, rights and equalities to complement classroom practice and procedures.

## Responding to Incidents:

### A restorative Approach

We investigate all incidents at Calderwood Primary which effect children's wellbeing and any allegation of bullying. When responding to incidents we ensure:

- allegations of bullying are taken seriously
- responses are prompt
- initial responses are one of support rather than immediate consequences
- restorative processes are considered to support the person experiencing bullying behaviour and the person displaying it
- we involve children and young people in the conversation throughout the process
- confidentiality in any investigation and outcome
- clear strategies for supporting the parties, but also for challenging unacceptable bullying behaviour

If the investigation shows a need for restorative action to be taken with the pupil(s) involved in bullying behaviour, the following measures are taken:

- wherever possible we seek to offer support and involve the pupil in the process.
- we convey the seriousness and unacceptability of this type of behaviour at all times
- we explain to the pupil(s) involved in bullying behaviour that his/her actions have an adverse effect on the pupil who experiences it and help him/her/them to consider the consequences of what he/she/they has/have done
- we involve other members of staff who work with the pupil(s) involved in bullying behaviour and those experiencing it
- where appropriate, we contact parents/carers of the pupil(s) experiencing and involved in bullying behaviour
- where appropriate, we include pupil/s discuss the issues with parents/carers and inform them of action taken

We use this flow chart to ensure a restorative approach is used consistency within our school community:



## Recording and monitoring

All incidents of bullying and equalities involving children and young people are reported on SEEMIS, in accordance with the authority SEEMIS guidelines. Incidents are reported timeously, within three days of the investigation being started as a reasonable timescale. As important as the recording of the incidents themselves is, a record of the action taken is also important, so all parties can be confident that procedures and practices have been correctly followed. Additional information or greater detail may be included in pastoral notes.