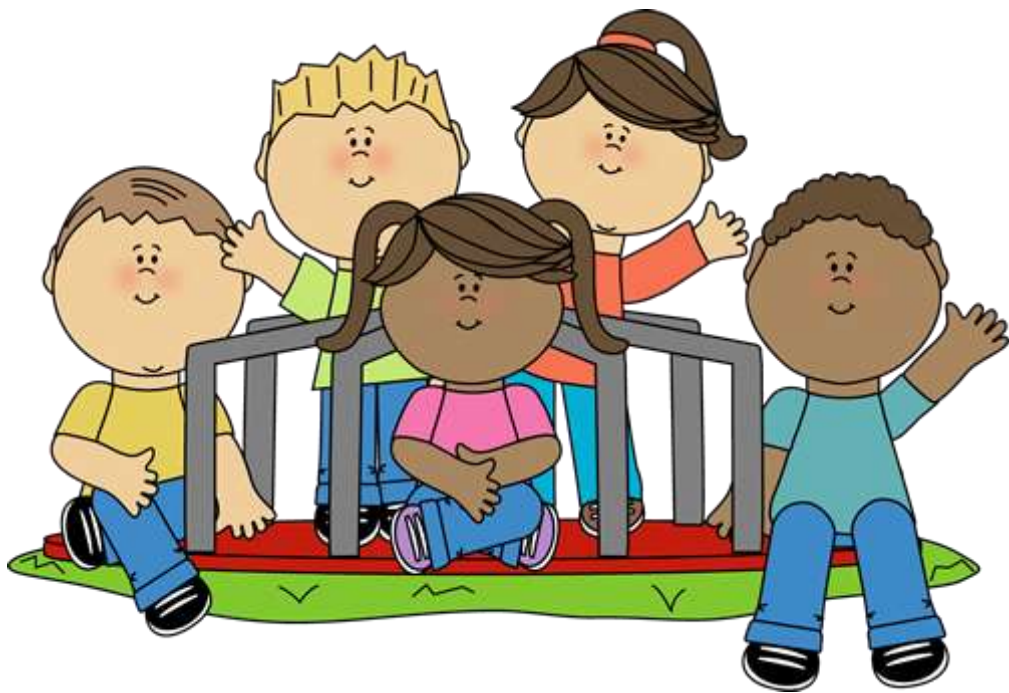




Wester Cleddens



Primary



Anti-Bullying Policy

2019



Wester Cleddens Primary



Anti-Bullying Policy

Rationale

Our Anti-Bullying Policy provides clear guidance to pupils, staff, parents and carers of Wester Cleddens Primary on preventing, responding to and reducing bullying behaviour in line with East Dunbartonshire's Anti-bullying and Guidance for Education Establishments (Feb 2019). It takes into account national guidance *Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People* (2017). East Dunbartonshire Council wholly subscribes to the Scottish Government's national approach to anti-bullying for Scotland's children and young people. is committed to providing a safe and supportive environment for all children and young people in its educational establishments and promoting a culture where bullying is recognised as being unacceptable.

'Respect for All has a fundamental role to play in helping us realise our vision for all children and young people. It 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 (GIRFEC) and recognises that bullying impacts on wellbeing. 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'

Our School Council have led the development of this policy, alongside the Senior Leadership Team at Wester Cleddens Primary School.

Aim

The aim of Wester Cleddens Primary School's Policy is to ensure the following:



- All the boys and girls in our school feel safe, respected and included.
- We provide a supportive environment where every child has the right to learn and flourish
- All children, parents, carers and staff have a robust understanding of what bullying behaviour is and the action that will be taken when it is witnessed or reported
- A culture is promoted within Wester Cleddens where bullying is recognised as unacceptable.
- The prevention of bullying is developed through a range of approaches
- There is effective support in place for children, parents and carers who are affected by bullying

What do we mean by 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 (Respect Me, 2015).

It is also important to be aware that bullying can also occur in the **virtual world** which your child may access through the internet, by computer or mobile/smart phones, via social networking sites (e.g. Facebook, Twitter, Snapchat, Instagram) or text. As communication can happen anywhere and at any time often unsupervised, on-line bullying can be very pervasive and difficult to handle. However, the behaviour is still unacceptable and requires similar prevention methods to the behaviours mentioned in the previous paragraph.

Bullying **behaviour** may be related to prejudice-based attitudes and behaviours which may compound other differences or difficulties in a child or young person's life.

These include:

- homophobic bullying
- gender reassignment
- racist bullying
- disablist bullying
- body image
- religion and belief
- sexism and gender
- looked after children and young people
- young carers
- socio-economic group.



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.

Not every unkind behaviour constitutes bullying. Children and young people are still learning how to get along with others. They will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. These are examples of ordinary conflict, perhaps thoughtlessness and possibly insensitive behaviour and should be viewed as a normal part of growing up. However, if left unchecked, these behaviours can lead to bullying, making those being bullied feeling afraid, uncomfortable or unsafe in their environment. They should be viewed as an opportunity to help children and young people learn about resolving conflict and getting along with others. Parents, teachers and other adults need to model kindness, conflict resolution, inclusion and responsibility (Respect For All, Scot Gov, 2017).

Wester Cleddens Primary 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 recognise and acknowledge bullying behaviours when they happen.

Bullying behaviours can include the following:

- name calling, teasing, putting down or threatening and intimidating by making prejudiced-based remarks
- hitting, tripping, pushing, kicking
- taking and damaging belongings
- ignoring, excluding, spreading rumours
- sending abusive messages electronically, e.g. via text, emails or social networking sites
- making people feel like they are being bullied or fearful of being bullied
- targeting someone because of who they are or who they are perceived to be

This list above is not an exhaustive list; there may be other behaviours that could impact negatively on a child's wellbeing.

It is crucial to take into account the impact that bullying behaviour has on a child or young person. 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

Where can I find further information as a Parent/Carer, Pupil or member of Staff?

'Respectme', Scotland's Anti-Bullying Service, provides a wealth of information for parents, pupils and staff on bullying, the support available, videos to watch and a variety of guides.

'Bullying – A Guide for Parents and Carers' is an excellent resource which provides further information for parents and carers, in particular it focusses on guidance linked to 'on-line' bullying.

All resource can be found at: www.respectme.org.uk



Further legislation and guidance can be found at: -

- **East Dunbartonshire Council's Equality and Human Rights Policy** (2011-2014) sets out the council's commitment to the principles of equality, diversity and human rights for all.
- **The Equality Act** (2010) aims to strengthen the law to support progress on equality.
- **The Education (ASL) Act** (2004, amended 2009) requires local authorities to reduce barriers to learning, which can include bullying behaviour.
- **Education (Scotland) Act** 2016 –planning to consider socio-economic barriers to learning.

How do we try to prevent Bullying at Wester Cleddens Primary?

At Wester Cleddens Primary we pride ourselves on creating a positive and supportive ethos. We believe that a culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it difficult for bullying behaviours to occur or be tolerated.

Approaches we use at Wester Cleddens to prevent bullying behaviours are:

- The use of our School Charter, Vision Values and Aims as well as our individual Class Charters
- Buddy system
- Pupil Participation Assemblies organised by our School Council
- Anti-bullying campaigns, posters and assemblies (including School Council assemblies and School Council led poster competitions)
- Encouraging all pupils to report bullying incidents in a variety of ways through a nurturing approach adapted by all staff
- Lunchtime clubs and playground games led by Primary 6 and Primary 7 pupils encouraging team work and developing social skills
- Providing creative and motivational ways to engage pupils and raise awareness of bullying behaviours by inviting theatre groups, speakers, watching film footage and music.
- Developing our pupils' understanding of the impact and legal consequences of on-line bullying, through classroom based approaches, presentations, assemblies and events for parents, carers and staff.
- The introduction of PATHS to develop our pupils' emotional literacy
- We use Risk Matrix/Pupils Support Group Meetings/Tracking and Monitoring to identify vulnerable children and take appropriate steps to remedy this

What action do we take at Wester Cleddens when a bullying incident has been reported?

When an incident of bullying is first reported to a member of staff, or if a member of staff has witnessed a bullying incident, the incident should be taken seriously. Staff must use their professional judgement in deciding upon the appropriate action to take place next, **based on the impact the bullying behaviour has had on the pupil**. Staff have a duty of care and responsibility, to report incidents to the Senior Leadership Team, completing a 'pastoral care' form, where appropriate.

A member of the Senior Leadership Team will investigate bullying behaviours reported to them, either by a pupil, parent/carer or member of staff and complete the next set of actions as appropriate. It may be appropriate at times to have another member of staff released to have time to speak to the pupil who has **experienced bullying behaviour**.

What do we do at Wester Cleddens when we speak to a child who has experienced bullying behaviour?

When a pupil experiences bullying behaviour, or it has been reported that a pupil has maybe experienced bullying behaviour, the Senior Leadership Team (or another member of staff, if appropriate) will speak to this pupil. We ensure that the pupil is given the opportunity to talk about what has happened, how they are feeling and what they would like to happen next.

How do we do this?

- We ensure the pupil is taken to a comfortable place with no distraction
- We carefully listen to the pupil in a supportive and non-judgemental manner
- We ensure the pupil understands that bullying behaviour is never acceptable; every child in the school has right to feel safe
- We gently encourage the pupil to talk, to find out what has happened, who was involved, where and when - notes are taken
- We ask the pupil what they want to happen next
- We ensure that the pupil is kept up to date progress
- The Senior Leadership Team, record bullying behaviour and actions to be taken on the SEEMIS Bullying and Equalities System
- We ensure that parents are informed of the incident and action taken, if it is judged to be appropriate



What do we do at Wester Cleddens Primary if a pupil has displayed bullying behaviour?

When a pupil has **displayed bullying behaviour**, a member of the Senior Leadership Team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents/Carers are involved when their active support is needed to implement a resolution of the bullying incident.

What actions do we take when a pupil has displayed bullying behaviour?

Within the school, we ensure through a variety of approaches mentioned previously, that children, parents/carers and staff are aware of what is acceptable and unacceptable behaviour. Any type of bullying behaviour, is unacceptable behaviour and will not be tolerated within Wester Cleddens Primary. However, it is important that we carefully deal with the bullying behaviour a pupil has shown, ensuring that the behaviour is dealt with appropriately. We must ensure we take steps to understand why this bullying behaviour has taken place and how we can also support the pupil who has displayed the bullying behaviour to ensure it stops and they understand that it is unacceptable.

How do we do this?

- Time is taken to understand the reasons for the bullying behaviour
- The individual (or group) is not labelled as a 'bully' ('bullies'), instead we name the behaviour
- Staff should be prepared for a strong reaction from parents and carers, and pupils
- Staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour
- We ensure that we are addressing what is happening behind the behaviour, even when the bullying has stopped

Consideration is given to the sanctions and support given to the young person displaying bullying behaviour to ensure that interventions are intended to improve behaviour.

Such approaches we might use include:

- Positive behaviour strategies with an appropriate member of staff, as agreed
- Restorative approaches
- Solution orientated approaches
- Involvement of educational psychologists or other agencies, where appropriate

However, 'where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the pupils there' (*National Guidance for Schools and Local Authorities in Managing School Exclusions, 2011*), the Senior Leadership Team have the power to exclude as a last resort.

It is essential that everyone takes responsibility in creating a safe and supportive environment within Wester Cleddens Primary and we aim to achieve this by:

- maintaining a focus on rights (**UNICEF Rights of the Child**) and using class and school charters to help the whole school community respect the rights of everyone
- **supporting** anti-bullying projects and nurturing a positive ethos of **respect for all**
- **promoting** work on **personal safety and bullying** as part of the **HWB** curriculum
- **encouraging** the development of environments in which **children and young people** can feel free of bullying and can **thrive**
- **providing support** in individual circumstances.

When do we review our Anti-Bullying Policy?

We will review our Anti-Bullying Policy **during session 2022-2023**

