



Westerton Primary School

Happiness Believe Achieve

Be Ready

Be Safe

Be Respectful

Anti-Bullying & Positive Relationships Policy



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November 19

'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 and 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 People

Rationale

These Anti-Bullying Guidelines provide guidance to pupils, staff, parents and carers of Westerton Primary on preventing, responding to and reducing bullying behaviour in line with East Dunbartonshire's Anti-Bullying Policy and Guidance for Education Establishments (2015).

Aims:

The aims of Westerton Primary's Guidelines are to:

- Prevent bullying behaviours by promoting a positive ethos where young people treat others with tolerance, respect and consideration.
- Encourage happy, confident, assertive and resilient pupils.
- Highlight what bullying behaviours actually are.
- Support children, young people and their parents and carers who are affected by bullying.

- Provide support for pupils who are accused of displaying bullying behaviours, who may be experiencing problems of their own.
- Support staff to identify potential bullying
- Appoint senior pupils as anti-bullying ambassadors and mentors

Definitions of Bullying

Bullying is a combination of behaviours and impacts that 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.

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.

Westerton 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.

Unacceptable behaviours agreed by pupils, staff and parents can include:

- Cyber bullying (need to help parents learn too with social media ever increasing)
- Social bullying
- Physical bullying - punching, hitting, kicking, pushing
- Treating others unfairly
- Being bossy and in control
- Name calling
- Not being nice constantly
- Making fun of someone's appearance/clothing
- Unkind words
- Not listening or giving space when wanted
- Hurtful words

- Making you feel insecure and left out all the time
- Making people do things that they might not want to do - peer pressure

This list 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. **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.

Communicating Awareness

In order to tackle the issue of bullying it is essential that **everyone within the community** is aware that **bullying is never acceptable** and what action should be taken if they are subject to, or witness, what might be a bullying incident.

At Westerton Primary we will:

- Highlight anti-bullying behaviours with pupils.
- Establish an ethos of mutual respect through reinforcing expectations of good behaviour.
- Develop an awareness of our Westerton Expectations - 'Be Ready, Be Safe, Be Respectful'
- Update our school values with all stake holders and ensure these are embedded with all. Happiness Believe Achieve
- Encourage the effective communication of any bullying incidents
- Confirm that we will respond to bullying behaviour quickly and seriously

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

- Encouraging pupils and staff to take action if they see bullying behaviours.
- Through our HWB programmes.
- Effective playground supervision.
- Promoting inclusive games in the playground. (Playpals)
- Providing worry boxes - where pupils can express their concerns confidentially if they feel they cannot talk about the problem.
- Ensuring that pupils are aware of the consequences of bullying.

- Run afterschool and lunchtime activity clubs to encourage further social interaction.
- Providing a 'Respect Me' approach
- Use of 'Fix it Frogs' by all supervising staff
- Use of Pivotal scripts to ensure consistency and help children feel safe at all times
- Use of restorative practice

Prevention of Bullying

In Westerton we use a variety of methods to support children in preventing and understanding the consequences of bullying through:

- Regular school assemblies
- PHWB programme - promoting positive, prosocial behaviours and highlighting consequences of negative behaviours.
- Bounceback programme
- PAThS programme
- Drama activities which enable children to role-play scenarios of bullying.
- Pupil voice - ensuring pupils have the opportunity to write school/class rules.
- Creating an ethos of mutual respect by acknowledging and rewarding kind/polite behaviour.
- Developing and understanding of our Expectations & Values
- Pupil council meetings
- ABA (Anti Bullying Ambassador) meetings
- Worry box - where pupils can express their concerns confidentially if they feel they cannot talk about the problem.
- External visitors e.g. Police to discuss internet safety, theatre groups.
- Using the 'Respect Me' materials
- Use of 'Fix it Frogs' by all supervising staff
- Use of Pivotal scripts - all staff
- Use of restorative practice

Reporting Bullying Behaviour

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:

- Report any incident to a member of staff, class teacher or member of SLT
- Tell a friend, parent or family member.
- Use the worry box

What will we do when you tell us?

Steps we will take will include:

- Listen and reassure that the problem will be addressed
- Investigate fully by talking to all parties involved
- Take appropriate course of action and implement strategies
- Review outcome of action

We will encourage mediation which will involve:

- Restorative Practice
- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and the need to change
- Offering a resolution for moving forward
- Informing parents/carers or guardians to help change the attitude and behaviour of the child.

Action

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 judgement in deciding upon appropriate action based on the impact of the bullying behaviour on the child or young person.

The child or young person who has **experienced bullying behaviour** will receive appropriate support and protection.

Examples of good practice include:

- The child or young person is taken to a comfortable place with no distractions.
- The child or young person is listened to.
- The member of staff should confirm that bullying is never acceptable; they deserve to feel safe.
- The allegations should be thoroughly investigated

- The member of staff should inform parent/carer or guardian of the incident and take action, if it is judged to be appropriate.
- The child or young person should be reassured and supported to help rebuild their self-esteem.

When a child or young person has **displayed bullying behaviour**, a member of the management team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved when their active support is needed to implement a resolution of the bullying incident.

Examples of good practice include:

- The child or young person is listened to.
- They should be encouraged to talk and the incident should be fully investigated.
- Time should be taken to understand the reasons for the bullying behaviour.
- The individual or group should not be labelled as 'bullies'.
- Address what is happening behind the behaviour
- Continue to monitor behaviour

Consideration should be 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 might include:

- Positive behaviour strategies with an appropriate member of staff, as agreed.
- Restorative approaches.
- Solution focused approaches.
- Involvement of Educational Psychologists or other external agencies

Included, Engaged & Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions (June 2017).

- 'Exclusion should only be used as a last resort. It should be a proportionate response where there is no alternative..... The purpose of the exclusion and the impact on the child or young person should be taken into consideration, including the long term impact on life chances'

Recording and Monitoring

Accurate recording of incidents of bullying using the SEEMIS Bullying and Equalities Module allows Westerton Primary to ensure that appropriate response and follow-up has been carried out, in line with the local authority's equality duty to monitor incidents of bullying. It also helps Westerton Primary to monitor the effectiveness of its guidelines and practice and identify any need for training.

Guidance/legislation that has influenced practice in our schools:

- Additional Support for Learning Act Scotland (2004 as amended)
- GIRFEC
- Better Relationships, Better Learning, Better Behaviour (March 2013)
- Children and Young People (Scotland) Act (2014)
- Education (Scotland) Act (2016)
- United Nations Convention on the Rights of the Child
- Included, Engaged and Involved Part 2 (2017)
- Equality Act (2010)

Review of Guidelines

Anti-bullying guidelines will be reviewed during session 2022-23