



Community Responsibility Ambition Kindness

## Anti bullying Policy

### Introduction

The differences and unique qualities of our children and young people should be celebrated. We strive to ensure that all relationships within a learning community are nurturing and based on an environment and culture which supports all the Scottish Government's Wellbeing Indicators.

It's every child's right not to be bullied. Children's rights are unique in that many of them, although designed for the safety and protection of children, must be provided for by adults and the government.

Although children and young people are covered under the Human Rights Act 1998, their rights are more clearly specified under the UN Convention on the Rights of the Child (UNCRC). Bullying is a violation of children's rights and contravenes the UN Convention on the Rights of the Child, now enacted in Scots law.

Although neither specifically mentions bullying, bullying behaviour does breach several of the articles in both. Alongside this, both outline the responsibilities of adults to protect and safeguard children and young people from bullying behaviour.

### Anti Bullying statement

At Eastern Primary School we value Community, Responsibility, Ambition and Kindness. To fulfil these values we must be respectful of all and celebrate and encourage differences within our community in order to create a rich and supportive environment to learn. We understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment, where they're able to build strong and positive relationships with both peers and with adults.

The impact of bullying behaviour may be felt after an isolated incident or over a prolonged period of time. Both types of incident must be supported and dealt with, looking at the impact of the behaviour as well as the behaviour itself.

We believe in the Scottish Government's *Getting it right for every child (GIRFEC)* commitment to provide all children, young people and their families with the right support at the right time - so that every child and young person in Scotland can reach their full potential.

It's the responsibility of all to ensure every child feels:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Include

Eastern Primary School has adopted the national definition of bullying, as set out in Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People.

"Bullying is face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in."

"The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out."

Bullying behaviour can include the following:

- 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)

#### Prejudice-based bullying

Prejudice may be an underlying cause of bullying behaviour related to an actual or perceived difference. These types of behaviour may become racism, sexism, homophobia, biphobia, transphobia or prejudice and discrimination towards faith or disability. Prejudice based bullying can be based on any characteristics unique to an individual's actual or perceived identity. It is important that any underlying causes be identified, analysed and supported so that specific interventions may be targeted in response.

#### Protected Characteristics as stated in Equality Act (2010)

- Gender Reassignment
- Pregnancy and Maternity
- Disability
- Race
- Religious beliefs
- Sex
- Sexual Orientation
- Age
- Marriage or civil partnership

Although these are not all directly relevant in a primary school setting, they are legally protected characteristics.

In addition to the protected characteristics there are other aspects of prejudice which should be highlighted:

- Socio-economic circumstances
- Care experienced children and young people
- Young carers
- Body image

The use of inappropriate language around any of these areas must also be challenged to support an inclusive environment and ethos and to prevent bullying behaviour from arising,

### Online/Cyber Bullying

Online Bullying should be treated in the same way and as seriously as face-to-face bullying. The behaviours and impact whether online or in person must be addressed as part of an anti-bullying approach. In partnership with the school, guidance will be given to support parents and carers on actions that can be taken to address online issues and prevent further incidents from occurring. Online bullying can follow a child or young person regardless of where they are. This may sometimes lead to the child or young person feeling like there is no escape from the bullying behaviour.

### Bullying of a Racial Nature

Bullying which amounts to or is alleged to be racial harassment is recorded in the Bullying and Inequalities pro-forma within SEEMIS and the 'Perceived reasons for incident' is recorded as 'Race and racism including culture'. The law states that an incident is racist if it is perceived to be racist by the target or a witness to an incident. If, having received such an allegation, a member of staff fails to act, then he or she could be vicariously guilty of racism. Therefore, any Council employee who receives an allegation of a racist incident is duty-bound to ensure that it is appropriately reported, recorded and acted upon.

### Differentiating bullying from conflict

Some behaviours may be reported or described by a child or young person, or their family, as bullying behaviours however it is important to recognise that not all incidents will be identified as bullying. Behaviour will be context specific and should be considered on a case-by-case basis. In identifying what response is appropriate, it is necessary for staff to use their professional judgement for individual situations. Each set of circumstances will be fact specific, and staff should ensure they have gathered all relevant information before deciding on the next steps.

It is important for children and young people to discuss how they feel and to help them develop the social competence and communication skills needed to help them 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 not considered to be bullying; this is considered to be a normal part of growing up. It may be possible to differentiate conflict from bullying by having regard to the relationships and dynamics involved. Conflict is normal and can happen in healthy, happy, equal relationships.

### **Our Approach**

Children should be made aware of the behaviours and consequences of bullying behaviour. Not only through explicit anti-bullying lessons but through the day-to-day positive actions of everyone. Each class will have a focus on respect towards each other and how this could limit bullying behaviour.

Eastern Primary School will encourage young people to resolve personal prejudice and conflicts which have resulted in any one of the eight well-being indicators not being achieved by an individual. This will be done with a restorative approach and can be addressed through, for example, mediation, peer mediation, Circle Time, Fix-it folders and group work.

A positive and nurturing school ethos is encouraged, and all school staff will make people, treat everyone with equal value and provide appropriate supervision, support and safety in all parts of the building and school grounds. Staff are role models and will ensure they demonstrate the behaviour and respect expected by all. Every child should also display this and challenge those learners who don't.

### **The responsibilities of members of our school community**

#### **Whole School**

The responsibilities of Eastern Primary School are to:

- provide a social and learning environment which is safe for all pupils.
- develop an ethos which values and rewards positive behaviour.
- create an ethos whereby the whole school community knows how to and will recognise, challenge and report bullying.
- develop, maintain this policy.
- deal with and record reported bullying behaviour in line with this policy.
- work in partnership with parents, where possible, to resolve differences and end conflict.
- make available to parents a copy of this policy and related internal school documents.
- embed proactive work through the formal and informal curriculum.
- inform all members of the school community about policy, procedures and relevant personnel.

#### **Anti-bullying Coordinator**

The responsibilities of the Anti-bullying Coordinator(s) include:

- the revision and implementation of their own establishment's guidelines and policy.
- collating the responses and recording of bullying behaviours using
- identifying trends or specific issues with regard to bullying.

#### **School Staff Members**

The responsibilities of every member of staff in Eastern include:

- modelling appropriate behaviour towards others by avoiding the use of sarcasm or humiliating behaviour towards pupils or colleagues.
- listening to pupils when they wish to talk about bullying.
- being sensitive to pupils' needs for privacy and respect.
- reporting alleged bullying in line with the school anti bullying policy.

## **Pupils**

The responsibilities of every pupil include:

- contributing to keeping themselves and others safe.
- respecting the collective and personal property of all others.
- including others in activities.
- socialising in an inclusive and respectful manner.
- ensuring that more vulnerable pupils are protected from harm.
- Following the school values of Community, Responsibility, Ambition and Kindness

## **Parents**

The responsibilities of parents include:

- supporting their child by ensuring they attend school regularly
- talking with their child about their school day
- contacting their child's class teacher or other main school contact if the child says or does something that leads the parent to believe the child may be being bullied.
- In partnership with the school, support their child when their behaviour affects or are being used to affect others.

## **Reporting, Recording and Monitoring**

### **Investigating and dealing with bullying behaviours**

All alleged bullying is taken seriously and dealt with in an appropriate and prompt manner and all bullying - reported, observed or suspected - must be investigated promptly.

When an allegation has been made, after consultation with a member of the Leadership Team, parents of children on both sides of the allegation will be contacted to inform them (i) that an allegation has been made, (ii) that it is under investigation and (iii) that they will be contacted upon completion of the investigation.

Parents should be given an indication of how long an investigation is likely to take and in reported incidences which are managed immediately, contact with parents will be to inform them of both the allegation, the results of the investigation and actions taken, if any.

Delays in dealing with the alleged bullying behaviours should only occur when reported at the end of a school day. A full investigation should be completed in as short a time as possible however complex cases will inevitably take longer than more clear-cut and obvious incidences.

If the investigation shows a need for further action to be taken, parents will be informed on the approaches to be taken.

The following measures may be considered.

- Explain that what has happened will be recorded as bullying behaviour.
- Make it clear that the type of behaviour exhibited is unacceptable in all circumstances.
- Explain to the person who has used bullying behaviour and their parents that their actions have an effect and a consequence and ask them to consider the results of action taken.
- Involve other members of staff to work with both parties as appropriate.
- Inform both sets of parents of the incident and of any action taken, looking for their support.

In cases where a parent is dissatisfied with the outcome of an investigation or action taken by Eastern Primary School, he or she should contact the Head Teacher in the first instance. If concerns persist, the parent may wish to refer the case to Dundee City Council's Children and Families Service.

## Changing unwanted behaviours

Consideration should be given to how best to support a positive change of attitude in the person displaying bullying behaviour. Any consequences are intended to change or modify behaviour rather than label anyone.

Such procedures may include:

- positive behaviour strategies with agreed individual goals to be attained.
- working with parents to increase the child's - or indeed the family's - understanding of the consequences of continuing to behave inappropriately and to effect and sustain a change in behaviour.
- involvement of agencies such as educational psychologists and educational support workers as well as the School and Family Development Worker.
- setting up social skills groups.
- establishing mentoring or 'buddying' systems for perpetrator as well as victim.
- daily behaviour monitoring.
- withdrawal of privileges.
- class, group or individual discussion with staff about the effects of bullying.
- restorative practices.

Each report of bullying will be reviewed after an agreed period. At that point, staff will endeavour to meet with both perpetrator and victim to reassess the situation and the relationship between those involved unless it would be considered counter-productive, unhelpful or insensitive to do so. The way such a review takes place will depend on the nature of the bullying and age of those involved.

Support for the person who has experienced the behaviours is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support, and partner agency support can all play a vital role in reducing or eliminating long term damage to the victim.

The School Family Development Worker (SFDW), Dundee Educational Psychology Service (DEPS) can provide supportive intervention in cases where particularly serious bullying behaviour requires to be addressed. Other agencies can be considered as part of a support network for both parties.

In extreme circumstances, such as persistent physical attacks or ongoing harassment and/or behaviour which is linked to the school and continues outside the school, the following actions may also be considered.

- Exclusion of the person exhibiting bullying behaviour.
- Notify the police.



# EASTERN PRIMARY SCHOOL ANTI BULLYING POLICY



## OUR STATEMENT

We value Community, Responsibility, Ambition and Kindness.

If you bully, it can effect someone out of school. It can lower people's confidence and make them feel sad. Bullying can make people feel really small and not want to be your friend. It can make people not want to go to school.

Bullying doesn't demonstrate community, responsibility, ambition or kindness.

## WE THINK BULLYING IS...

When you're deliberately hurting someone's feelings. It is when you're punching and kicking someone as well as teasing them. Bullying comes in different ways. Physically, verbally and virtually. Bullying can be when you're discriminating against others. It is when you're repeating something that is unkind or hurtful. Bullying can cause harm to peoples mental health.

## WE WILL PREVENT BULLYING BY...

Finding out how people are feeling. Finding out if things are big deals or little deals inside their body and help them deal with it. We can be kind and friendly. We can be supportive and understanding. We should be ourselves and unique. We can stop bullying from happening by telling an adult or someone you can trust. We can ask why people are bullying, try to fix it and help them. We can tell bullies it's not ok.

## WE WILL CHANGE BEHAVIOURS BY...

Telling an adult or people at home. Speaking to parents of all those involved. People may lose their outside privileges. Asking people to stay apart from each other. Encouraging friendships to make people feel safe. Trying to get to the bottom of why people are bullying and who they are bullying. Helping them and talking to them. Giving people alone time. Listening to those bullying and help them.

Created by: Nell P3b, Ada P4a, Thea P5a, Evan P5b, Maria P7a and James P7b

**Process for Reporting, Recording and Monitoring bullying allegations**