

Glebelands Primary School

Anti-Bullying Policy



Be the Best Possible You

Ambition

Inclusion

Respect

Support

Overview

Children and Families Service Health and Wellbeing Strategy and Action group's vision is:

Children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for physical, social, emotional and mental wellbeing now and in the future.

Mental and Emotional Wellbeing is at the core of supporting children and young people to have the best start and succeed in life. The United Nations Convention on the Rights of the Child 1989 (UNCRC) is deeply rooted in anti-bullying approaches and is threaded throughout the four core areas within UNCRC:

- Survival Rights
- Development Rights
- Protection Rights
- Participation Rights

Respectme is the national service for anti-bullying and ensure that anti-bullying remains a high priority for Scottish Government.

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

Respect For All, 2017

This policy is underpinned by The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009, 2018, the principles of Getting It Right For Every Child (2006), The Equality Act (2010) and The Children and Young People's Act (2014).

Children and Families Service want the differences and unique qualities of our children and young people to be celebrated. Anti-bullying strategies are key to ensuring this happens across all establishments. We strive to ensure that all relationships within a learning community are nurturing and based on an environment and culture which supports all of the Wellbeing Indicators.

Dundee City Council have included the reduction of bullying incidents as a key priority in the Mainstreaming Equalities Action Plan.

UNICEF Rights Respecting School

Our school is a UNICEF Rights Respecting School, and as such our policies also reflect the UN Convention on the Rights of the Child. Therefore the following Articles are particularly relevant to this policy:-

- Article 12 - Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- Article 14 - Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights.
- Article 28 - Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity.
- Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 30 - Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.

What do we mean by Bullying?

Definition of 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 For All, 2017

Bullying behaviour can include, but is not restricted to:

- Being called names, teased, put down or threatened face to face 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 (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)

Respect Me, 2017

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.

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 age and marriage or civil partnership are not directly relevant in schools, 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.

Expectations and Responsibilities

At Glebelands our anti-bullying culture and successful intervention of bullying behaviour is achieved by all stakeholders working together to provide a learning environment which supports 'Getting It Right for Every Child' (GIRFEC).

Bullying behaviour is not acceptable at Glebelands. All staff, parents and carers, partners and pupils have a shared responsibility to respond to any unacceptable behaviour in an appropriate way.

Records are kept electronically of perceived bullying behaviour and the outcomes of investigations when they are raised with a member of school staff. We will respond to any trends or issues identified through the recording of bullying behaviour – through curriculum or specific interventions. Recorded data will be analysed regularly.

We will communicate education and prevention strategies on anti-bullying as well as the interventions in specific incidents with parents.

At Glebelands there is a nominated member of staff to act as the Anti-bullying Co-ordinator.

Staff work with children and parents and carers to find positive solutions, including restorative approaches. All staff model positive relationships with staff, children, parents and carers.

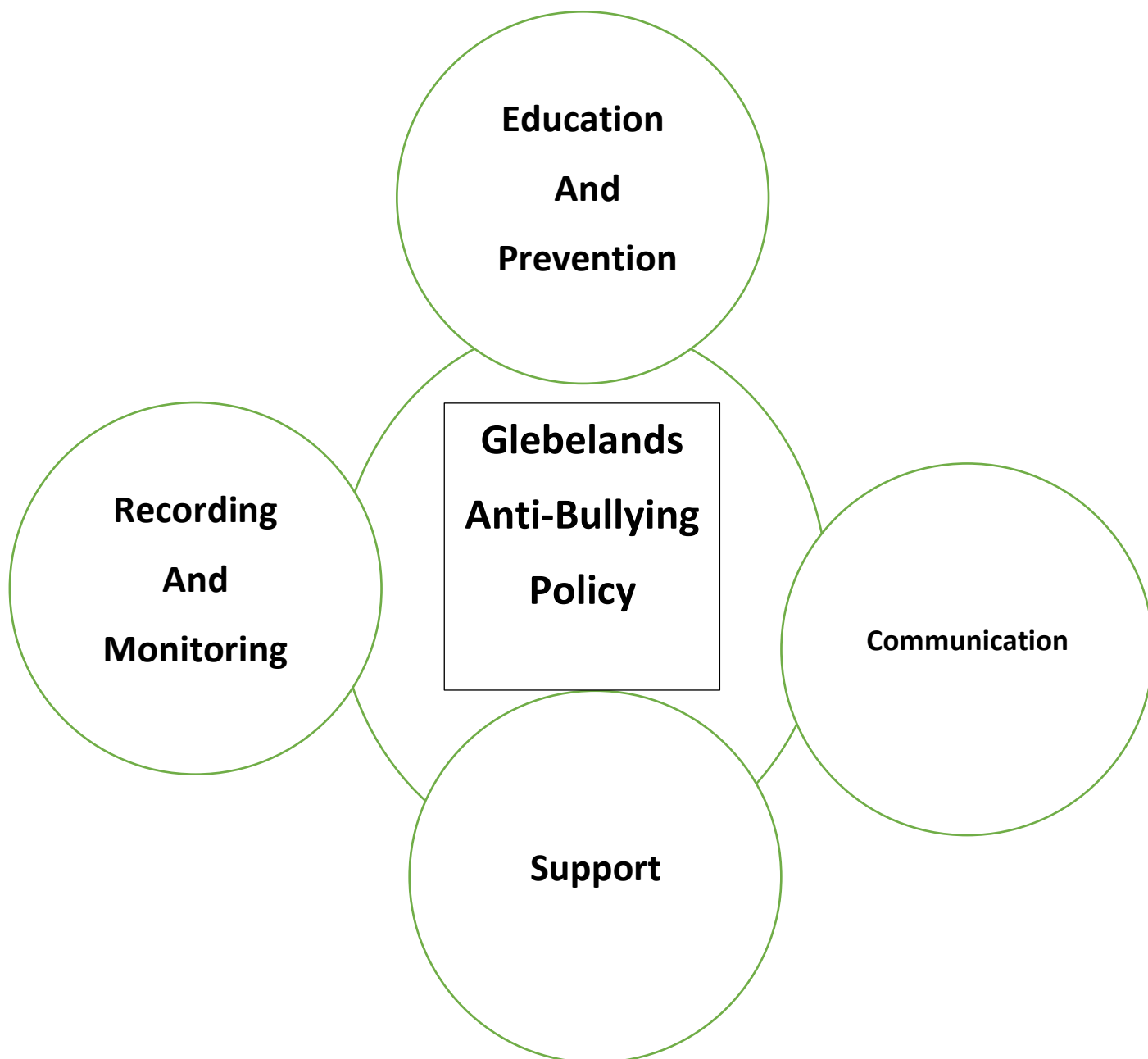
Parents/carers are encouraged to:

- Communicate with staff at Glebelands your child's needs in a positive manner.
- Work with staff to find positive solutions.
- Be aware of the Council and school's Anti-bullying Policy.
- Inform staff in the school of any concerns or incidents.
- Model positive relationships with children and staff.
- Encourage children to attend school regularly throughout any investigations and interventions.

Children are asked to:

- Work with one another, staff, parents and carers to create a safe, respectful, inclusive learning environment for everyone.
- Report any incidents of bullying behaviour which they witness or are directly affected by.
- Work together to be part of the solution to any bullying behaviour.

Education and Prevention



Curricular Links

Anti-bullying themes around bullying, respect and inclusion are taught as part of the Health and Wellbeing (HWB) curriculum, through Interdisciplinary Learning (IDL) opportunities and through the ethos and life of the school as a community.

Anti-bullying is a planned element of each year group's PSE programme in addition to IDL. This will provide the opportunity to revisit and provide breadth, application and challenge in learning through all areas of the curriculum.

At Glebelands we aim to equip children with the skills to deal with bullying behaviour, if incidents do occur.

The ethos and life of the school promotes a culture of fairness, equality and inclusion.

Communication

Preventative strategies and ongoing learning on anti-bullying are shared with parents, staff, pupils and partners through:

- 'Respectme' Anti-bullying Week and other resources for children and parents/carers.
- School visits from theatre companies such as 'Sticks and Stones'.
- 'Anti-bullying Alliance' events, training and resources for children and parents/carers.
- School and class assemblies.
- IDL and HWB topics.
- Posters, leaflets and work created and presented by children, displayed throughout the school.
- Staff training.
- Parent/carer questionnaires and surveys regarding the ethos of the school.
- Opportunities for parents/carers to comment during formal and informal visits to the school, via a 'post it board' etc.

If there is an incident of bullying behaviour reported by a child or parents/carers, this will be investigated fully and sensitively by the Anti-bullying Co-ordinator and/or the Senior Management Team. Pupils and parents/carers will be kept informed during the investigation. The outcome of the investigation will be recorded electronically. Staff will work with children and parents/carers to find positive solutions to make things better, including restorative approaches, when appropriate, and additional education and prevention strategies on anti-bullying delivered in the school setting.

The school will respond to any trends or issues identified through the recording of bullying behaviour – through curriculum and/or specific interventions. Recorded data will be regularly analysed and inform best practice.

Pupils are encouraged to report any incidents of bullying behaviour to members of staff at the earliest opportunity. All members of staff have a shared understanding of bullying behaviour and a shared responsibility to respond to any unacceptable behaviour in an appropriate way.

The policy will be shared with staff, and pupil and parent representatives, for comments and additional input.

Support

All parties affected by bullying behaviour will be given support including those exhibiting bullying behaviour, those directly affected by the bullying behaviour and those indirectly affected.

Support to overcome situations of bullying behaviour or to change behaviour may be given through

- Personal support
- Counselling
- Peer support
- Solution oriented approaches/restorative approaches
- Mediation and/or peer mediation
- Work with partner agencies
- Involvement of parents/carers
- Consequences related to the school behaviour policy

Recording and Monitoring

At Glebelands we follow **the 'Dundee City Council, Children and Families Service, Anti-Bullying Guidelines' 2019**. Alleged bullying behaviour is recorded electronically as per the guidelines.

Why?

Bullying incidents and behaviours may be the result of prejudice. It is important to record all incidents to understand any underlying causes which must be addressed in addition to responding to any incidents. This data may support the self-evaluation process using How Good Is Our School 4 Q.I. 2.1 and 3.1.

Scottish Government issued guidelines on the recording and monitoring of bullying incidents (Sept, 2018) in response to the publication of 'Respect for All; The National Approach to Anti-Bullying for Scotland's Children and Young People'. The purpose of the guidelines was to develop a consistent approach across schools, Local Authorities and the country in the recording and monitoring process. The Bullying and Equalities Module within SEEMIS has been identified nationally as the most appropriate tool to record and monitor bullying incidents. This tool will support the collection of data at school and Local Authority level to inform improvements and shape policy and practice. For further details please refer to

<https://www.gov.scot/publications/supplementary-guidance-recordingmonitoring-bullying-incidents-schools/pages/6/>

When?

An incident should be logged on SEEMIS as soon as possible – **within three days**. An investigation will follow and SEEMIS updated through the process. Once the investigation is complete the incident will be closed off on the system but support may be ongoing.

What?

Central to the recording of the incident is the impact on the school environment and the child or young person's health and wellbeing or learning.

During the investigation consideration should be given to:

- The behaviour
- The impact
- What the child or young person wants
- What staff need to do

- Evidence of any prejudice

Information recorded should be concise and must include:

- Who is involved – children and young people and staff
- Where and when the incident has taken place – this may be within or out with the school, on social media
- Type of bullying – behaviour
- Underlying prejudice taking into consideration protected characteristics
- Impact of the incident – use of SHANARRI
- Support and interventions in place, including resolution

Confidentiality

Children and young people have the right to privacy and information should not be disclosed to others without consent to do so, unless there are concerns around Child Protection.

When and how information is shared with parents should be age and stage appropriate and with the consent of the child or young person involved.

Monitoring

Data gathered will be used at both school and Local Authority level.

Data on reported incidents of bullying will be monitored and analysed regularly at school level by Senior Leadership Team – at least once a term. The data gathered will inform interventions in place and any further support needed. In particular, data on protected characteristics should be taken into consideration to inform education and prevention strategies. Data and planning of interventions and impact can be reflected as part of school improvement planning and evaluation under Q.I. 3.1 Ensuring Wellbeing, Equality and Inclusion.

Data from across the Local Authority will be monitored termly by Children and Families Senior Management Team. The number of incidents, type, location, year group, the timing of incidents and any changes over time will be considered. The local context and any other relevant information will also be used. Further support, training or interventions may then be looked at across the authority.

Continuous Lifelong Professional Learning (CLPL)

The Anti-Bullying Co-ordinator will attend anti-bullying training and feedback to all staff as part of the policy review.

At Glebelands there is an awareness of bullying, shared responsibilities of all stakeholders and the need to promote an ethos of respect and inclusivity for all.

Each academic year important and relevant elements of the Anti-Bullying Policy should be given priority in the calendar of school events.

Glebelands Primary School Anti-Bullying Policy

April 2020

Fiona Shilton

Resources

www.respectme.org.uk

www.childline.org.uk

www.moodcafe.co.uk

www.anti-bullyingalliance.org.uk

www.nspcc.org.uk

<https://www.theredcard.org/scotland>

www.itv.com/thismorning/be-kind

<http://ilovedaisychain.com/>

<https://www.youtube.com/watch?v=1ej-HvzH05c>

LITERACY LINKS

3 -7 AGE RANGE

Books to celebrate friendship

<http://scottishbooktrust.com/reading/book-lists/21-books-that-celebratefriendship-3-7>

Books to encourage sharing

<http://scottishbooktrust.com/reading/book-lists/10-books-to-encouragesharing-3-7>

Picture books to celebrate LGBT history month

<http://scottishbooktrust.com/reading/book-lists/picture-books-to-celebratelgbt-history-month-3-7>

Books about feelings

<http://scottishbooktrust.com/reading/book-lists/16-books-about-feelings-3-7>

Picture books that challenge Gender Expectations

<http://scottishbooktrust.com/reading/book-lists/15-picture-books-thatchallenge-gender-expectations-3-7>

Fantastic Families

<http://scottishbooktrust.com/reading/book-lists/10-fantastic-families-3-7>

Books about refugees and migration

<http://scottishbooktrust.com/reading/book-lists/9-books-about-refugees-andmigration-3-7>

Illuminating inclusive books

<http://scottishbooktrust.com/reading/book-lists/12-illuminating-inclusivebooks-3-7>

Books about conflict resolution

<http://scottishbooktrust.com/reading/book-lists/12-books-about-conflictresolution-3-7>

Books about being unique

<http://scottishbooktrust.com/reading/book-lists/11-books-about-beingunique-3-7>

Multicultural Stories for Children

<http://scottishbooktrust.com/reading/book-lists/10-multicultural-stories-forchildren-3-7>

8 – 11 AGE RANGE

Everyday Heroes

<http://scottishbooktrust.com/reading/book-lists/17-everyday-heroes-8-11>

Unusual, Remarkable children

<http://scottishbooktrust.com/reading/book-lists/11-unusual-remarkablechildren-8-11>

Kids Facing Difficult changes

<http://scottishbooktrust.com/reading/book-lists/12-kids-facing-difficultchanges-8-11>

Kids dealing with additional needs

<http://scottishbooktrust.com/reading/book-lists/12-novels-about-kids-dealingwith-additional-needs-8-11>

Inspiring Inclusive books

<http://scottishbooktrust.com/reading/book-lists/12-inspiring-inclusive-books8-11>

Empowering books for girls

<http://scottishbooktrust.com/reading/book-lists/32-empowering-books-forgirls-8-11>

Books about Bullies

<http://scottishbooktrust.com/reading/book-lists/10-books-about-bullies-8-11>

Digital Literacy

www.thinkuknow.co.uk

www.nspcc.org.uk

<https://education.gov.scot/parentzone/my-child/Internet%20safety>

<https://www.saferinternet.org.uk/online-safety-live-resources-area-scotland>

Possible Strategies and Support for Children

Possible strategies and support for children and young people.

Tell an adult – consideration should be given on how this can be made easier or more accessible for children and young people. Feedback tells us that children and young people are reluctant to share their feelings for fear of repercussions, not being believed or worried they are overreacting to a situation. Are children and young people clear on who can help them if they are affected by or witness to bullying behaviour?

Share feelings about the situation – Talking about challenges helps our mental and emotional wellbeing. Systems in place such as buddy or mentoring schemes can help support this. Children and young people may also access phone or online support. Research tells us the impact having a trusted adult can make to children and young people with 4 or more ACEs. This evidence may also be a consideration when looking at the culture of support in your establishment.

Ignore/Walk away/pretend it doesn't bother you – This can be a good strategy for some people however it doesn't work for everyone and should not be your only strategy or an alternative to talking to someone to resolve the issue.

Block/report users online – If bullying is happening online make sure you know how to keep yourself safe with privacy settings. Use the site's mechanisms to block or delete anyone you feel is behaving towards you in a way which you are uncomfortable with.

Keep a diary of what happens – Writing your feelings down can help some people process them. It can also be useful to keep a record of what has happened and the impact it has had on you when you talk to someone about dealing with the bullying behaviour.

Ask them to stop – Sometimes the person whose behaviour is impacting on you may not know. 'Banter' is not an excuse for bullying behaviour and should still be addressed if it is impacting on others. This strategy takes confidence and the support of the environment and others around. If you do not feel comfortable or are concerned it may make things worse, you should look for another strategy you feel comfortable with.

More ideas and examples can be found at:

<https://respectme.org.uk/page-3/page-4/>

Other Useful Resources

Nurture Framework

Restorative Schools

Rights Respecting Schools

Peer mediation

Mentors in Violence Prevention

Resilience building approaches

LGBT charter mark

Shared concern approach

Show Racism the Red Card

