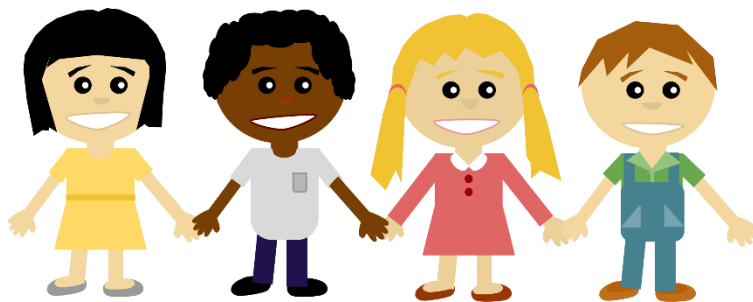


Dalserf Primary School



Anti-Bullying Position Statement (Draft)



Kindness Respect Hardwork Teamwork Honesty

Rationale

At Dalsersf Primary School we believe that the promotion of both positive behaviour and our school values (kindness, respect, honesty, hard work and teamwork), helps to promote a warm, friendly ethos. Our ethos, combined with our approach to anti-bullying, is a key factor in helping every pupil experience schooling in a nurturing environment.

This position statement will explain actions we take in order to discourage bullying behaviours and also outline the measures to support those who experience, and those who display, bullying behaviour. It sits beneath South Lanarkshire Council's resource guidelines "Treat Me Well".

In creating this statement, guidance from Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (2017) and information from respectme.org.uk (which is Scotland's anti-bullying service) was used. Reference is made to the national context before we discuss practice at Dalsersf Primary School.

Copies of this statement can be downloaded from our website or requested directly from the school.

Aims

- For every child to feel safe coming to school
- For every child to know expectations in terms of their behaviour
- For every child to understand how their actions affect others
- For all pupils to have an understanding of how to treat others
- For any bullying behaviour to be dealt with promptly and effectively
- For everyone in school to be aware of what type of behaviour is bullying behaviour
- To promote a positive ethos within Dalsersf Primary School, that develops pupils' skills, self-esteem and resilience
- To ensure that every pupil knows what to do if they are being bullied or see someone else being bullied.

National Context

1. Bullying is a Breach of Children's Rights.

Dalsersf Primary School teaches about the UNCRC as part of the HWB curriculum. We follow a whole school charter as well as creating a class charter each year. All staff know about the UNCRC.

The UNCRC, 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".

Under the UNCRC, all children and young people have the right not to be discriminated against or treated unfairly; to be treated in their best interests and to have their rights respected, protected and fulfilled. Children and young people have the right to say what they think and have their opinions taken into account; to get and share information and to think and believe what they want, as long as this is not damaging to others. Children and young people have a right to meet together and join groups as long as they do not stop others.

They have a right to respect their rights, freedoms and reputations. They should have a right to privacy and protection from attacks against their way of life, good name, families and homes; and they have the right to be protected from being hurt and mistreated, physically and mentally. Children and young people have a right to an education which encourages children to respect their own and other cultures.

Bullying behaviour goes against many of the United Nations Convention on the Rights of the Child articles and may prevent children and young people from enjoying them in full.

2. Getting it Right for Every Child (GIRFEC)

This sets out how agencies and professionals should work together to promote the welfare and rights of the children and young people, and ensure that they are safe, healthy, achieving, nurtured, active, respected, responsible and included.

3. Curriculum for Excellence

Children and young people are expected to achieve Health and Wellbeing outcomes as part of their learning experience. The area of key relevance is “Relationships”. Staff are aware of the “responsibility of all” approach to Health and Wellbeing in the curriculum.

4. The Equalities Act 2010

This act provides protection from discrimination, harassment and victimization based on a range of “protected characteristics”. These characteristics are defined in the Act as:

Race, Sex, Disability, Sexual orientation, Religion or belief, Age, Gender reassignment, Pregnancy and maternity, and Marriage and civil partnership.

In addition to the Protected Characteristics covered by the Act, there is an expectation that other groups will be considered, for example: Looked after children, Young carers, Children and young people living in deprivation, and Body image issues.

What is Bullying?

“Bullying is both behaviour and impact; the impact is on the person’s capacity to feel in control of themselves. This is what we term 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.” respectme, 2015

Bullying is defined by its impact on the person/people affected as a result of *intended* behaviour and actions of others.

Bullying:

- impacts on the wellbeing of those affected and results in a reduced sense of self-esteem and a negative impact on wellbeing
- can be expressed through physical, emotional, verbal or intimidating behaviour or in the form of marginalisation
- occurs on the grounds of age, race, gender, sexual orientation, disability, socioeconomic status, nationality, religion or other real or perceived difference
- can be subtle or it can be overt. It can cause short-term suffering for the pupil who experiences bullying behaviour or it can have long-term effects.

Bullying behaviours may include:

- Name calling, teasing, putting down or threatening
- Ignoring, leaving out or spreading rumours
- Pushing, hitting, tripping and kicking
- Taking and damaging belongings
- Online bullying: sending abusive texts, email, instant messages, videos or comments on social media
- Intimidation and extortion e.g. taking someone's lunch money.

Preventative Measures:

- Handbook information
- Education as part of HWB curriculum and also the Technologies curriculum
- Anti-bullying week activities, with the clear message being communicated by staff to pupils, that bullying behaviour shall not be tolerated
- Assemblies, with the emphasis on our values, where success and achievements are celebrated
- Class charters based upon the UNCRC created by the pupils
- Emphasis on team work through the House system
- Pupil Leadership Teams to help shape decision-making
- Playground supervision by staff who are vigilant against any signs of bullying.

Expectations and Responsibilities of the Head Teacher:

- Clear policies outlining preventative measures and a range of strategies in response to bullying behaviour that are in line with authority guidelines.
- Consult with and familiarise staff, pupils, parents and carers, including Parent Council members, with the content of these policies, working to engage staff, pupils and parents/carers as consistently active partners in minimising bullying and its impact on pupils.
- Regularly monitor and ensure training of all staff about bullying behaviour and responding to bullying.
- Record all incidents of bullying reported or witnessed on Seemis, in line with South Lanarkshire Council Treat Me Well Policy, with actions taken and outcomes being recorded.
- Liaise, as deemed necessary, with outside agencies to address the needs of individuals.
- Monitor and respond to bullying incidents.

Expectations and Responsibilities of all staff:

- Promote positive behaviour and relationships between, and towards, all pupils
- Provide a secure relationship for all pupils and offer guidance to help them develop as responsible citizens and effective contributors
- Support pupils as they develop self-awareness, self-esteem, resilience and coping skills
- Listen to pupil concerns.
- Investigate any issues between pupils.
- Involve relevant adults to deal with the issue (Head teacher, parents etc).
- Report all bullying concerns to the Head Teacher.

Expectations and Responsibilities of Pupils:

- Follow guidance detailed within the school's anti-bullying policy;
- Participate in any consultation regarding anti-bullying;
- Treat peers with respect;
- If you think you are being bullied seek help by confiding in someone you trust;
- Discuss and agree what options are available;
- If the bullying is online there are many useful strategies that can be used;
- Be aware of what you post and share online, and treat people with the same respect as you would if they were in the room;
- If you see someone else being bullied report it to a trusted adult.

Expectations and Responsibilities of Parents and Carers:

- Stress the importance of sociable behaviour and tolerance of differences
- Monitor your own child's use of social networking sites and text messages
- Familiarise yourself with the school's anti-bullying policy and consider what is bullying as opposed to a fall out with a friend? Are there two sides to the story?
- Actively listen to your child when they tell you about a suspected bullying incident.
- Stay calm.
- Take a lead from your child or young person as to what pace to go at. This will help restore their feeling of being in control.
- Ask them what they want you to do.
- Explore options together; there is never one single answer.
- Telling children to 'hit back' is a common response but not necessarily the best or safest option.

- Contact the school and ask for an appointment.
- Work in partnership with the school to resolve the situation. Don't expect the situation to be fully resolved at the first meeting, that won't always be possible.
- Remember that schools have a duty to support **all** parties involved in a bullying situation.
- Keep channels of communication open until the situation is resolved.

Responding to Bullying Behaviour

As a Staff we recognise that in spite of our best efforts, incidents of a bullying nature can still occur. When responding to bullying our actions will be underpinned by fairness, equality and inclusion and will be child-centred. Research shows restorative practice methodology and counselling are more effective in dealing with incidents than punishment or sanctions.

For the pupil being bullied:

- The pupil will be listened to and spoken to in a reassuring way.
- Pupil views will be taken into account for how they want the bullying incident(s) dealt with - to allow them to regain control of the situation.
- The pupil will be continually supported, even after the bullying has stopped

For the child bullying another child:

- Identify the feelings that cause them to act this way
 - Develop alternative ways of responding to these feelings
 - Repair relationships
 - We can help children and young people to change by telling them that their behaviour is bullying, rather than labelling them.
 - It's important to address what's happening behind the behaviour, even when they bullying has stopped.
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- Staff will use their knowledge of the pupils and use their professional judgement when responding to incidents based on evidence and investigation. They will ask themselves the same questions we ask of parents - is it a fall out between friends/ are there two sides to the story?
 - Actions by the pupils involved in bullying behaviours/ incident will be recorded.
 - Actions of staff to prevent further incidents will also be noted, including any consequences which are issued.
 - Staff will monitor the pupils involved to ensure no repeat behaviours.

- Assess as to whether or not immediate remedial action can be taken to resolve the situation. This can be achieved through peer mediation, or through a system whereby pupils receive support as part of a friendship group, run by our Specialist Support Teacher.
- Inform the Head Teacher at the earliest opportunity.
- If it is bullying the Head Teacher will record on Seemis reported and/or witnessed incidents in line with South Lanarkshire's policy.
- The Head Teacher will decide when to inform parents.
- If the incident constitutes a child protection issue, child protection procedures will be evoked. Parents may not be informed.
- If the incident is of an extremely serious nature in terms of physical or sexual assault then the police may be contacted.
- Consider if involvement of other agencies would be beneficial in supporting the needs of the young person(s) involved.
- Should parents exercise their right to take further a complaint then they should follow South Lanarkshire Council's "Have Your Say" complaints procedure.