Craighead Primary School

Anti-Bullying Guidelines

'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.

Scottish Government (2017) – Respect for All: 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 Craighead Primary on preventing, responding to and reducing bullying behaviour in line with East Dunbartonshire's Anti- Bullying Policy and Guidance for Education Establishments (updated 2020).

Aims

The aims of the Craighead's Guidelines are to ensure:

- that our school values, *'Respect, Equality and Integrity'* underpin relationships in our school and inform our Anti-Bullying Policy and Procedures
- that all children and young people are provided with a safe, inclusive and supportive environment in which to learn
- children and young people, parents and carers and staff have a robust understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported
- a culture is promoted where bullying is recognised as being unacceptable
- the prevention of bullying of children and young people through a range of approaches
- effective support for children and young people and their parents and carers who are affected by bullying

Definitions of Bullying

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

With this in mind, vulnerable children and young people may be particularly at risk of experiencing bullying. Descriptions of prejudice-based bullying are included in **Appendix 1**.

Bullying is a combination of behaviours and impacts.

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.

Craighead 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 be able to recognise and acknowledge bullying behaviours when they happen.

Bullying behaviours can include:

- 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, eg 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 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.

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. It is expected that parents and carers should model respectful relationships with members of the school community. They should not encourage their child to take matters into their own hands or become directly involved in any way that causes the issues to escalate or cause conflict between members of the wider community.

Prevention of Bullying

Craighead Primary School will work to create a positive and supportive ethos. A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it difficult for bullying behaviour to occur or be tolerated.

This may include particular approaches such as:

- class, school and playground charters
- buddying system
- using the Risk Matrix/ PSG/ other system to identify vulnerable pupils and takes steps to remedy this
- creative motivational ways to engage pupils and raise awareness of bullying with theatre groups, speakers, film footage, interactive resources, music, etc.
- involvement of the Rights Committee
- anti-bullying campaigns e.g. Anti-Bullying Week & themed assemblies
- posters made by children and displayed around the school
- assemblies led by Rights Committee
- encouraging pupils to report bullying incidents to trusted adults
- areas of special focus eg/ understanding of different religious and cultural practices
- an understanding of the impact and legal consequences of on-line bullying, supported by police

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. This may be from a member of the Senior Management Team or it may be another member of staff who will be released to have time to talk with the child.

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

- they should be gently encouraged to talk, to find out what happened, who was involved, where and when – and notes taken
- they should be reassured that information will only be shared with those that need to know
- they should be asked what they want to see happen next
- restorative conversations, as appropriate
- the child or young person should be kept up to date with progress
- details of the bullying behaviour and action taken is recorded in the SEEMIS Bullying and Equalities Module
- the member of staff should inform parents of the incident and action taken, if it is judged to be appropriate

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:

- time should be taken to understand the reasons for the bullying behaviour
- the individual or group should not be labelled as 'bullies', name the behaviour
- staff should be prepared for a strong reaction from parents and carers, children and young people
- staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour
- addressing what is happening behind the behaviour, even when the bullying has stopped

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 orientated approaches
- involvement of educational psychologists and community police

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 on the prevention and management of exclusions, Included, Engaged and Involved-Part 2 (June 2017)*, senior managers have the power to exclude as a last resort.

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

At Craighead we will:

- maintain a focus on rights and responsibilities and using the school behaviour code to help the whole school community respect the rights of everyone
- support anti-bullying projects and nurturing a positive ethos of respect for all
- encourage pupils, parents and staff to raise any concerns and work with everyone to resolve these
- promote work on personal safety and bullying as part of the HWB curriculum
- encourage the development of environments in which children and young people can feel free of bullying and can thrive
- provide support in individual circumstances

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:

- Pupils can speak to any member of staff or tell a trusted adult at home who can report it for them
- Pupils can tell a friend who can report it on their behalf
- Pupils can write down their concerns and share with any trusted adult
- Parents/ Carers/ Any other adults witnessing bullying should speak to a member of the school senior management team to make them aware of the concerns

What will we do when you tell us?

Steps we will take will include:

- Speaking to any pupils involved including those who may have witnessed the behaviours as well as those involved
- Informing parents about any incidents, as appropriate
- Reassuring children that they should let us know their concerns and that they deserve to feel safe
- Recording the incident/ concerns on our school system (Seemis)
- Keeping those involved informed about progress
- Reviewing and monitoring to ensure there has been an effective resolution
- Exploring any reasons behind the bullying behaviour and addressing this
- Adapting the curriculum, if appropriate, to provide further opportunities to explore prejudice.

We will encourage mediation which will involve:

- Restorative conversations between pupils
- Involving pupils (and parents as appropriate) in seeking ways forward
- Ensuring respectful and supportive behaviours for all involved

Review of Guidelines

Anti-Bullying Guidelines will be reviewed during session 2025/16 with all stakeholders

Appendix 1

Prejudiced-based Bullying

Homophobic Bullying

Homophobic bullying behaviour is mainly directed towards young people who are identified as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. Bullying behaviour can also be directed at young people who are perceived to be different for not conforming to strict gender norms. Ultimately, any young person can experience homophobic bullying behaviour and any young person can display homophobic bullying behaviour if negative attitudes, language and behaviour remain unchecked.

Racist Bullying

Racist bullying is a term used to describe prejudicial bullying based on someone's race or ethnicity or someone's perceived race or ethnicity. Children from ethnic minorities are more likely to experience bullying behaviour. The impact of racist bullying can go far beyond the individual person. This bullying behaviour can impact on their family and others perceived to be from the same or similar group. For example, children and young people from Gypsy/Traveller communities frequently report racial bullying behaviour. Racist bullying can take a variety of forms. Verbal abuse includes name calling, offensive mimicry of accent and/or pretending not to understand what is said. Mockery and mimicry may extend to dress, religious observance, diet and country of origin or perceived country of origin.

Non-direct bullying behaviour may include graffiti, vandalism of property, flaunting of racist badges, slogans, leaflets etc.

Disablist Bullying

Disablist Bullying is the term used to describe the bullying behaviour of someone based on their physical, mental or learning disabilities or perceived disability. Nearly all children and young people with a learning disability are bullied. People who display bullying behaviour may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying behaviour. Some children and young people may also experience mockery of their specific disability or disabilities: mockery of their contribution to work or play and refusal by other children to work, play or interact with them.

Low self-esteem often found in children and young people with disabilities can lead them to make friends with people who exploit them, and who, in reality, aren't really 'friends' at all. This lack of confidence may also mean that they get hurt more easily and are less resilient in relationships with other children. In turn, there is a risk that the outward signs of bullying – a change in behaviour, low mood, dishevelled clothing or bruises - may not be picked up by adults as an indicator of bullying behaviour.

Bullying and Body Image

Bullying behaviour on the grounds of body image/size/obesity is one of the most prevalent forms of prejudice-based bullying. Recently, the level of such bullying has been exacerbated by national concerns about rising levels of obesity. The media's constant reinforcement of concerns about body image/size/obesity and the trivialisation of these issues is a key factor related to this problem. Body

image is hugely important to children and young people and bullying because of body image can have a real negative impact. The impacts of bullying behaviour on the grounds of body image can manifest in the development of poor eating habits and eating disorders.

Bullying and Religion and Belief

Bullying based on religion is directed against individuals and groups because of their actual or perceived religious belief or their connection with a particular religion or belief. For example, someone may be targeted because of the religion of a friend or family member, or because they are wrongly assumed to belong to a particular faith community, due to their appearance. As well as religious intolerance and bullying behaviour between one faith against another, bullying behaviour can also occur because of differences (or perceived differences) between different denominations or sects within the same faith, e.g. between Catholic and Protestant Christians. Sectarianism and religious intolerance put children and young people at greater risk of bullying directly and indirectly.

Bullying and Sexism and Gender

Gender stereotyping based on the notion of acceptable and unacceptable male and female behaviour can leave children and young people who do not conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. For example, boys portraying compassionate and sensitive characteristics and girls who are seen as being assertive and loud can lead to bullying, questioning and targeting of their gender.

Bullying and Looked after and Accommodated Children and Young People

Children and young people who are looked after and accommodated (LAAC) by the local authority are vulnerable to bullying behaviour for a number of reasons. This can be due to regular changes in schools or care placements which can make forming friendships difficult, poor relationships skills stemming from attachment difficulties, inappropriate reactions to situations as a result of learned behaviours, a reluctance to make friends, low self-esteem, lack of role models and a heightened sense of the need to preserve privacy.

Looked after and accommodated children and young people may have very similar experiences of bullying behaviour to other young people, but often the bullying behaviour will focus directly on the fact that they are looked after. This can take a more serious turn if the child or young person lives in the same house or unit as the person responsible for the bullying behaviour. The experience of being with the person who is bullying you 24 hours a day would be an extremely stressful one and very difficult to manage.

Bullying and Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member. Young carers may find themselves being bullied because of the differences or perceived differences in their family circumstances.

Bullying and Socio-Economic Group

Several studies have linked socio-economic group and inequality with experiences of bullying and inequality with experiences of bullying. The Department for Children, Schools and Families in the UK released a report that stated that pupils who were among a minority eligible for free school meals in schools could be 'derided or shunned', due to being perceived as poor (2010). This was reflected in Green *et al's* research showing that pupils in schools with higher proportions of free school meals

were less likely to say they had been bullied (2010). This suggests that it is not only the existence of poverty that places individuals at risk of being bullied, but also being in a minority in a system of wider social stratification.

Prejudiced-Based bullying in Scottish Schools: A Research Report, Brandi Lee Lough Dennelll and Caitlin Logan; LGBT Youth Scotland and respectme. 2015

This policy was updated in session 2023 with school stakeholders