

# Craighead Primary School

## Anti Bullying Strategy



'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*

All pupils, staff and parents in Craighead Primary have been given opportunities to contribute to the content of this strategy.

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## Introduction

'Bullying is both behaviour and impact; what someone does and the impact it has on a person's capacity to feel in control of themselves. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online. Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.' *Respectme2016*

Bullying is not purely an in-school phenomenon but can affect people of all ages in a wide range of circumstances. Additionally, it must be remembered that bullying can take place outside of the school environment and is often brought into the school as a consequence.

Bullying behaviour may be related to prejudice-based attitudes and behaviours which may compound other differences or difficulties in a child's life. These can 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

Bullying behaviour can include:

- Being called names, teased, put down or threatened face to face and/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

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- Being targeted because of who you are or who you are perceived to be (face to face and/or online)
- Cyber bullying is any form of bullying which takes place online or through smartphones and tablets via social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube and Snapchat

### **Prevention of Bullying**

Our vision at Craighead Primary is that all children are nurtured, supported and challenged as they grow as learners.

The values of respect, equality and integrity attest that bullying is never acceptable.

Our school community has a shared understanding of wellbeing, and in the dignity and worth of every individual. We want all our children to be safe, healthy, achieving, nurtured, active, respected, responsible and included and are aware of our responsibility in ensuring this.

We model behaviour which promotes and supports the wellbeing of all and are sensitive and responsive to the wellbeing of each individual child.

In school some more subtle aspects of bullying may appear in the classroom but the most likely place for it to occur is in the playground.

Whilst playground supervision exists, amid the hustle and bustle of the playground there is still the potential for bullying to take place, therefore children are empowered to recognise, challenge and deal with bullying.

Through rights based learning we work to create a culture that encourages respect, values opinions, celebrates differences and promotes positive relationships which makes it difficult for bullying behaviour to occur or be tolerated.

This may include particular approaches such as:

- development of a positive, whole school ethos
- development of school and class charters which recognise the right of all children to feel safe and protected.
- promoting equality and nurturing a sense of identity and belonging for all
- encouraging achievement and having high expectations of all pupils
- celebrating success
- promoting positive behaviour
- encouraging the active participation of pupils in decision making and school life across the stages
- working in partnership with parents/carers and the wider community

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- use of older children as buddies
- continuous enhancement of our tracking system to identify identifies vulnerable pupils
- creative and motivational ways to engage pupils and raise awareness of bullying with theatre groups, speakers etc
- anti-bullying campaigns, posters, assemblies and competitions
- encouraging pupils to report bullying incidents to adults
- understanding of the impact and legal consequences of on-line bullying, supported by campus police, for the whole school community through the curriculum, assemblies and events for parents and carers

## **The Curriculum**

The Curriculum for Excellence is the framework to meet the needs of all learners ages 3-18 to enable them to develop the Four Capacities of:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.

Health & wellbeing is the responsibility of all staff within our learning community and as such we must work together to provide a cohesive, coordinated approach which ensures equity for all.

Children's rights underpin the focus of weekly assemblies ensuring our children are informed and understand the principles of the UN Convention on the Rights of the Child. Children will have opportunities to further explore and develop these in class.

Bullying can be a barrier to fully engaging and benefitting from effective learning & teaching and it can also prevent children from experiencing opportunities for personal development within and beyond school.

Anti-bullying permeates the whole curriculum. It is expected that the Health & Wellbeing curriculum, particularly the Social & Emotional Health Experiences and Outcomes will encompass elements of this strategy.

Bullying can be explored through a variety of curriculum themes such as children's rights, multiculturalism, safety, self esteem, building better relationships, equal opportunities, citizenship and circle time, friendships etc.

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Through class work and at assemblies children will have regular opportunities to reflect on the issues surrounding bullying and are offered opportunities to develop and practise resilience skills for dealing with any incidents which may occur.

Bounce Back! Is a programme which supports the development of a preventative whole-school social and emotional learning programme. It promotes positive mental health and wellbeing and enables young people to demonstrate resilience when faced with challenges and adversity.

A particular unit within the programme focuses specifically on anti-bullying but many of the strategies taught in other units are beneficial for dealing with difficult and unexpected situations.

The main focus of the anti-bullying unit is:

- to understand the different types of bullying
- to discriminate between bullying behaviour and other kind of unacceptable behaviour
- to understand the difference between asking for support, acting responsibly to support someone else and telling on someone
- to develop skills for acting confidently and assertively
- to develop skills for understanding and managing negative peer pressure
- to develop skills for discouraging bullying and offering 'by-stander' support

A whole school development for session 17/18 will be to work alongside the authority to implement the use of PATHS.

### **Action**

It is likely however, that even with the positive approaches listed above; some bullying incidents may take place.

As a first step all staff should be mindful of the following:

- early awareness
- encouraging reporting of incidents both by victims and other observers
- ensuring that pupils are aware that someone will listen to these reports
- providing clear information at both class and school level that action will be taken to deal with bullying

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.

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The child who has experienced bullying behaviour will receive appropriate support and protection.

When dealing with a young person who has alleged bullying staff should endeavour to ensure that:

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 young person should be gently encouraged to talk, to find out what happened, who was involved, where and when – and notes taken  
the young person should be asked what they want to see happen next  
the child or young person should be kept up to date with progress  
details of the bullying behaviour and actions taken are recorded in the SEEMIS Bullying and Equalities Module  
parents should be informed 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 will, based on their professional judgement, endeavour to manage the resolution of the bullying incident alongside parents/carers.

Staff dealing with this should endeavour to ensure that:

- time is taken to understand the reasons for the bullying behaviour
- the individual or group should not be labelled as 'bullies', but the behaviour named
- they should be prepared for a strong reaction from parents and carers, children and young people
- they should be prepared to address prejudicial attitudes that may be behind the bullying behaviour

Consideration should be given to the sanctions and support given to the young person displaying the 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 campus police if necessary

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As all incidents are unique, there is no one size fits all approach. However, where it is considered that continued attendance at school would be seriously detrimental to order and discipline, or the educational wellbeing of the pupils, senior managers have the power to exclude as a last resort. For guidance see *National Guidance for Schools and Local Authorities in Managing School Exclusions, 2011*.

### **Roles & Responsibilities**

#### **Children/Parents/Carers should:**

- Report any worrying incident(s) to a member of school staff as soon as possible.

#### **Teachers & School Support Staff will ensure that:**

- They follow school procedures for managing allegations of bullying incidents.
- They report all incidents/concerns to the designated person
- A solution focussed approach is used to resolve all issues.
- Through their daily interaction, they nurture a positive ethos of respect for all persons.
- Anti-bullying strategies/behaviours are taught in class and the playground.
- They understand their duty of care as set out in the leaflet; Duty of Care to Pupils in its Schools (East Dunbartonshire Council, 2003) Guidance on the management of bullying incidents is implemented within our school.

#### **The School Management Team will ensure that:**

- All individuals involved in allegations of bullying incidents are supported and, where appropriate, disciplined in line with the school's discipline policy.
- Where appropriate, parents are kept informed and/or involved in order to resolve the situation.
- Staff are encouraged to identify their training and development needs in relation to the anti-bullying agenda and, wherever possible and within available resources, are given the opportunity to access professional development opportunities.
- When requested, parents/carers and pupils are given copies of any relevant anti-bullying guidance/resources and right to translation/interpreting services is highlighted to parents/carers.
- When requested, parents/carers are given accurate information on the Education Service's complaints procedure. Further information on this is

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available from the East Dunbartonshire Council website. All incidents are recorded in line with EDC policy.

- The Head Teacher has responsibility for reviewing all allegations of bullying incidents.

### **Monitoring and Evaluation**

This strategy will be monitored and evaluated as appropriate using the following Quality Indicators:

- 2.1 Safeguarding and Child Protection
- 2.2 Curriculum
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion

Strategy Revised December 2016

Review of strategy December 2017