

Tayvallich PS 'Respect Me' Anti Bullying Policy

"Every child has the right not to be bullied"

United Nations Convention on the rights of the child 1989

European Convention Human rights Equality Act 2010

Policy Statement

Bullying behaviour is never acceptable and this message should always be prevalent and continuously reinforced in all of the work that the school does.

All staff must be familiar with and operate consistently from this policy and Argyll & Bute Council's policy. Further information on the responsibilities of staff can be found in Argyll and Bute's Education, Anti-bullying policy.

This policy aims to support our school to:

- promote respectful relationships between staff, between staff and parents, staff and children and amongst children;
- stop any bullying as quickly as possible;
- raise awareness and prevent bullying behaviour;
- provide appropriate support and intervention to all those involved to limit the impact of bullying behaviour.

Definition of Bullying

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.

It is important to recognise and acknowledge bullying behaviours so that it can be identified when it happens.

Bullying behaviours can include:

- Being called names, teased, put down or threatened
- Being hit, kicked, pushed or tripped
- Having belongings taken or damaged
- Being ignored, left out or rumours spread
- Receiving abusive messages electronically
- Behaviour which makes people feel that they are not in control of themselves
- Being targeted because of who you are or who you are perceived to be

These behaviours can take place anywhere (schools, home, community, etc.) but bullying also occurs in the virtual world which children and young people access through mobile phones and the internet and through social networking sites.

As communication can happen anywhere and at any time, often unsupervised, cyber bullying can be very pervasive and difficult to handle. However in essence the bullying behaviour is the same as other forms of bullying and requires similar prevention and treatment.

Awareness raising and guidance on cyberbullying will be available through a parents workshop and the *respectme* pamphlet, 'Cyberbullying...Are you switched on?' This is available free of charge from *respectme* in pamphlet format and can also be downloaded via <http://www.respectme.org.uk/publications.html> (see Publications for Adults).

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. Bullying is a behaviour which leaves people feeling helpless, frightened, anxious, depressed or demeaned. Actions can affect people in different ways and this should be taken into consideration.

Prejudice- based 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

Homophobic bullying behaviour is mainly directed towards young people who have 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.

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: Sectarianism 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 Christian. Sectarianism and religious intolerance put children and young people at greater risk of bullying directly and indirectly.

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 & 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.

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.

What are the possible signs of bullying to be aware of?

- Changes in mood and behaviour
- Increased anxiety
- Scratches and bruises that can't really be explained
- Child doesn't want to go to school or has trouble with schoolwork
- Changes in the route that is taken to school
- Torn or damaged clothing
- Child doesn't want to go out and play with friends
- Unexplained head or stomach pains
- Easily upset, unexplained tears or ill-tempered behaviour
- Fear or alarm when text messages/emails are received
- Spending more time online or changing online behaviour

What are the possible impacts of bullying?

- RAW - children might try to Resist it, Acquiesce, Withdraw
- ANTICIPATION of something bad going to happen
- Changes to school attendance
- Eating disorders – too much/too little
- Violence towards others
- Self-harm
- Depression
- Limited aspirations
- Bullying behaviours

Prevention of Bullying

Within this policy all members of staff require to be clear of their role in preventing bullying and in dealing with instances of bullying. The knowledge and skills required will be delivered through in-service training with our area Respect Me trainer.

What steps do we take to ensure that the ethos of the school is positive, respectful, caring and open so that bullying behaviours will not thrive?

- Children's awareness and understanding of their rights and responsibilities is developed through assemblies and Health and Wellbeing lessons
- Use of programmes such as "Friends for Life" with psychological services team
- All children are listened to and valued
- The importance of dealing with the behaviour rather than assigning blame to a child is recognised
- Positive relationships are encouraged where all children are included
- A positive ethos is reinforced through all areas of the curriculum
- A respectful environment is at the core of successful learning and this is developed consistently throughout the school
- Health and Wellbeing is a responsibility of all staff and the delivery of health and wellbeing experiences and outcomes is part of core teaching. (see appendix 1) Curriculum for Excellence aspires to develop four capacities to become successful learners, confident individuals, responsible individuals and effective contributors
- The school will work with parents and carers to ensure there is a wide understanding of the school policy and practices and will encourage parents/carers to adopt and model a respectful attitude as well as teachers and other school staff.
- Training of older primary pupils to be buddies at playtimes, peer support
- Internet safety programmes for pupils and parents/carers
- Paths (Promoting alternative thinking strategies) training for staff

What will happen when a concern about bullying behaviour is reported or observed?

- All children involved will be treated with respect and listened to by teachers
- Children are helped to take responsibility for their actions and develop an understanding of the impact through discussion
- Staff will give children their full attention in a suitable environment and use questions that are non-judgmental to establish the facts
- Reinforce that the child has done the right thing by sharing the incident with a member of staff
- Let the child speak without interruption whenever possible
- Involve the child in working out the next step
- Staff need to be aware that even when the bullying incident is resolved, the impact may still be felt and need long-term monitoring and support
- Staff will help those who engage in bullying behavior to understand the impact of their behavior and support them to change it.

Anti bullying practices do not come in 'one size fits all.' Each bullying incident will be reviewed and dealt with individually. Approaches used may include:

- Using a coaching approach with children to resolve an incident of bullying behavior
- Using a restorative approach to re-build trust between pupils
- Revisiting anti-bullying and respect me key messages through specific lessons and assemblies

Monitoring and Recording instances of bullying behaviour

Staff will demonstrate a commitment to dealing with the cause and impact of bullying in a sensitive, mutually respectful and constructive manner.

Accurately recording incidents of bullying allows us to ensure that the appropriate response and follow up has been issued. It helps us to monitor the effectiveness of this policy and our practice.

Monitoring bullying incidents can provide information on recurring patterns, including:

- involvement of particular children and young people, staff or other adults
- where and when bullying takes place
- aspects of prejudice or discrimination underlying bullying
- action taken or resolution at an individual or organisational level
- consideration of personal or additional support needs

All reported incidents will be taken seriously, investigated and appropriate action taken. It should be noted that this can have an adverse effect if young people will not tell an adult because they think it will get blown out of proportion and make matters worse. It is important to stress that members of staff are approachable and pupils can trust them.

The following procedure will be followed:

- The incident is recorded with participation and agreement from the children involved to ensure an understanding is reached on the incident
- The children involved are asked to complete a child-friendly incident form that also asks the children to rate the impact the bullying incident has had on them (See Appendix 3)
- Children who have experienced bullying behavior are involved in the process by being asked what they would like to happen next
- A checking procedure has been put into place to ensure that the bullying does not start again at a later date

The school also has a duty to record each bullying incident in the Pupil Personal Record and enter it on SEEMiS pastoral notes as a significant event.

The Argyll and Bute standard proforma (see Appendix 2) will be completed by staff and this information will be collated centrally at the end of each session.

When will the school communicate an incident of bullying to parents/carers?

- Staff will decide on an individual basis based on the impact of the behaviour when it is necessary to inform and consult with parents and will actively seek their support in implementing a resolution to the bullying incident
- Staff will ensure that the Head Teacher is informed of bullying behaviour
- Parents/carers must feel able to communicate any concerns with the school in the knowledge that the information they provide will be listened to and dealt with appropriately
- Parents/carers can contact the school at any time if they have concerns about their child being bullied

Staff

It is essential that all staff model behaviour which promotes health and wellbeing and understand anti-discriminatory, anti-bullying and child protection policies.

“Recognise that you are a role model and therefore should be aware of the potentially serious impact which any demonstration by you of intolerance or prejudice could have upon your standing as a teacher and your fitness to teach.” GTCS Code of Professionalism and Conduct.

Staff have the responsibility to inform visiting/ part time members of staff of any current issues between certain children, in order that all staff can be mindful of how they group children for activities and closely monitor behaviour.

Where staff feel there are any aspects of our anti-bullying policy that do not fully address issues arising from the behaviours of any member of our school establishment’s community,

or that the policy needs updating or any other modification of process, they should bring it to the attention of the head teacher.

Any staff member who feels bullied by any other member of our school's community should be encouraged and supported to report the matter to an appropriate senior staff/member of the Authority's Education Management Team for action in line with the establishment's anti-bullying policy.

Members of staff should follow Argyll and Bute Council's Code of Practice and Procedure for dealing with harassment or victimisation by other Council employees:

<http://intranet.argyll-bute.gov.uk/my-hr/equality-and-diversity>

All staff members within this establishment are expected to adhere to the anti-bullying policy and carefully record, follow up and communicate on all issues pertaining to bullying incidents and lead on anti-bullying prevention measures.

Policy Review

This policy will be reviewed with all stakeholders in session 2018-19

M Rowe

February 2016

Links to Curriculum for Excellence

Within Curriculum for Excellence, Health & Wellbeing is a core element and is regarded, alongside Literacy and Numeracy, as being the 'responsibility of all'.

Each child and young person can expect their learning environment to support them to:

- develop their self-awareness, self-worth and respect for others;
- meet challenges, manage change and build relationships;
- experience personal achievement and build resilience and confidence;
- understand and develop their physical, mental and spiritual wellbeing and social skills;
- understand that adults in the school community have a responsibility to look after them, listen to their concerns and involve others where necessary;
- assess and manage risk and understand the impact of risk-taking behaviour;
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Within Curriculum for Excellence there are specific Health & Wellbeing outcomes which children and young people would expect to achieve as part of their learning experience. Those of key relevance to the implementation of this policy and provide learning opportunities for children and young people to understand the purpose and implications of this policy are listed below.

Mental & Emotional Wellbeing

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

HWB (0-4)-05a

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.

HWB (0-4) – 06a

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

HWB (0-4) – 07a

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

HWB (0-4) – 08a

Social wellbeing

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB (0-4) – 09a

Physical wellbeing

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB (0-4) – 16a**

Relationships

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. **HWB(0-1)–44a**

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB(0-1) – 44b**

I am aware that positive friendships and relationships can promote health and the health and wellbeing in others. **HWB2 –44b**

I understand and can demonstrate the qualities and skills required to sustain different types of relationships. **HWB (3-4) – 44b**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB (0-4) – 45b**

I recognise that we have similarities and differences but are all unique. **HWB (0-4) – 47a**

Technology

I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others. **TCH (1-2) – 08a**

**ARGYLL AND BUTE COUNCIL
COMMUNITY SERVICES: EDUCATION**

BULLYING INCIDENT RECORDING FORM

Please ensure **all sections** are fully completed.

Section 1

Name of School:

Section 2

Date incident occurred:

Date incident reported:

Section 3 - Details of those displaying bullying behaviour

Pupil Name	Class/Year	Gender	Ethnicity	ASN (y/n)

Section 4 - Details of those experiencing bullying behaviour

Pupil Name	Class/Year	Gender	Ethnicity	ASN (y/n)

Section 5 - Type / nature of the incident (please tick at least one box)

Cyber-bullying	e.g. malicious use of text messages, phone calls, social media, use of picture/video clips on a mobile phone	
Incitement	e.g. encouraging others to bully, behave in a racist, sexist or discriminatory manner, wear discriminatory insignia.	
Intimidation	e.g. frightening or making threats	

Isolation / Social	e.g. shunning, rejecting, leaving out of activities/groups, etc.	
Physical	e.g. pushing, shoving, fighting, tripping-up, etc.	
Property damage	e.g. theft of bags, clothes, money, tearing clothes, ripping books, defacing property, etc.	
Verbal	e.g. name-calling, slagging, threatening, sarcasm, discriminatory comments, etc.	
Written	e.g. graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings	
Other - please specify		

Section 6 – Influencing factors (you may tick more than one box)

Body image/Physical appearance		Looked after status	
Class/Socio-economic status		Race/Culture	
Disability		Religious beliefs	
Gender		Sexual orientation	
Unknown		Other (please specify):	

Section 7 - When did the incident occur?

Before School		Morning Interval	
After School		Lunch Break	
During Class		Various	
Between Classes			

Section 8 - Where did the incident occur?

In school building (please specify)		Outwith school premises	
In school grounds		On school bus/transport	
Various			

Section 9 - Investigative procedures carried out	
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Incident investigated	
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Interview with pupils involved	
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Meeting with parents of those experiencing bullying behaviour	
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Meeting with parents of those displaying bullying behaviour	
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Other (please specify):	
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Section 10 – Disciplinary action taken

Please specify if exclusion was necessary or if Police were called, etc.
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Section 11 - Action taken to support those experiencing bullying behaviour

Please specify (e.g. support from staff, peer support, buddying, external agency involvement, resolution with those displaying bullying behaviour).

Section 12 - Was any restorative/preventative work carried out?			
Whole school		Individual	
Whole class		Other (please specify):	
Group work			

Section 13	
Today's date	
Name of staff-member who initially dealt with/reported the incident	
Name of Anti-Bullying Co-ordinator (if applicable)	
Signature of SMT/SLT	

In December and June of each academic year, copies of Bullying Incident Recording Forms should be submitted for central collation to Suzanne Harper via suzanne.harper@argyll-bute.gov.uk or by post to Community Services: Education, Argyll House, Alexandra Parade, Dunoon, Argyll, PA23 8NY. Should you have any queries regarding the completion or submission of this form, please contact Suzanne Harper on 01369 708527.