



## Anti-Bullying Policy

### Rationale

This Anti-Bullying Policy provides guidance to learners, staff, parents and carers of Newtongrange Primary School on preventing, responding to and reducing bullying behaviour in line with Midlothian's 'Approaches to Anti-Bullying for Children and Young People for Education Establishments (2014)' and national guidance.

The fundamental principle upon which the approach to anti-bullying is based is enshrined in the United Nations Convention on the Rights of the Child. This states:

*'Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.'*

Article 19

In addition the Scottish Government confirmed that:

*'Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up. The challenge that faces Scotland is to prevent bullying. Our vision is that:*

- 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 parent(s), will have the skills and resilience to prevent and/or respond to bullying appropriately;*
- every child and young person who requires help will know who can help them and what support is available; and*
- adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from Early Learning and Childcare onwards.*

A National Approach to Anti-Bullying for Scotland's Children and Young People, updated 2017

### Aims

- **Communication:** to ensure that everyone is aware of what bullying behaviour is, the impact of bullying on people's lives, and what is being done to prevent it.
- **Commitment:** to promote the values, principles and approaches that will help eliminate bullying behaviour within our schools and learning communities.
- **Consistency:** to develop consistent approaches to addressing the issue of bullying.
- **Clarity:** to ensure that everyone knows who to go to for help and support and what will happen when they do.



- **Co-operation:** to recognise that it is everyone's responsibility to tackle bullying behaviour. By working together, we can make our schools and communities better places to live and work.
- **Capacity:** to increase the capability of our school community in their use of positive approaches through information, training and support to reduce and prevent bullying behaviour.

## Definitions of Bullying

Bullying is a combination of behaviours and impacts that can affect someone's ability to feel in control of themselves; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can harm people physically or emotionally and, although the behaviour may not be repeated, the threat may be kept up over time, by actions, looks, messages, confrontations, hitting or hurting or the fear of these.

Bullying also occurs in the virtual world which children and young people access through the Internet, via social networking (eg Facebook, Twitter and Snapchat), computers and mobile devices. As communication can happen anywhere and at any time, often unsupervised, on-line bullying can be very pervasive and difficult to handle. However, in essence, the behaviour is the same and requires similar prevention methods. 'Bullying – A Guide for Parents and Carers', includes guidance on on-line bullying, is available from 'respectme' – Scotland's Anti-bullying Service on their website – [www.respectme.org.uk](http://www.respectme.org.uk)

In Scotland, respectme2015 states that:

*'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'. (respectme, 2015)*

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

It is also essential that there is an explicit commitment to challenge bullying based on the protected characteristics listed in the Equality Act 2010 (see supporting documents)



With this in mind, vulnerable children and young people may be particularly at risk of experiencing 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.

Midlothian Council 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 and kicking.
- Stealing and damaging belongings.
- Ignoring, excluding and 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.

## Prevention of Bullying

Newtongrange Primary School strives to promote a culture based on nurturing relationships and equality for all, providing excellent learning and teaching to ensure enriching experiences to raise attainment for all. We aim to build a community where bullying behaviour is unacceptable. We can achieve this by developing positive relationships which are underpinned by preventative strategies.



Effective preventative strategies must involve all members of our community in building a culture where everyone feels safe, secure and nurtured. Adults should be aware of their responsibility to be role models for learners and should support others in the wider community to do the same.

It is essential that we recognise that everyone matters and should be valued for who they are; it is acceptable to be different. We will be proactive in developing approaches to celebrate diversity, change attitudes and behaviour by promoting an ethos and culture of inclusion.

To achieve this we provide learners with a range of experiences and implement a variety of strategies and approaches including:

- Implementation of our Positive Behaviour Approach promoting positive behaviour expectations and self esteem by actively fostering a positive ethos and by continually aiming to develop positive relationships.
- Restorative Practices – an approach used by all staff, to support learners to reflect on and resolve conflicts with peers.
- Strong, trusting relationships between staff and learners across the school, giving learners the opportunity to approach and share concerns or worries with key staff.
- Regular staff training to raise awareness and ensure that staff develop the skills to recognise, respond to and take action appropriately to bullying behaviour, including cyber bullying.
- Teachers will plan opportunities through the curriculum to support young people to develop effective relationships, build resilience and skills for life. This will include developing self-awareness and awareness of others, responsibility taking and problem solving.
- Use of programmes and resources for HWB including Building Resilience and RSHP.
- Celebration of achievements for all through assemblies, presentations and awards.
- Anti-bullying days/weeks taking on board issues that are raised in school, locally or nationally, involving our Rights Respecting Schools and Health and Wellbeing Heroes Decision Making Groups.
- Use of Zones of Regulation to support children's understanding of feelings and emotions and how to deal with them.
- Use of leaflets and posters either 'school made' or commercially produced from, for example, *respectme*, Childline, CEOP, Parentline, etc.
- Promoting internet safety for learners and their parents and carers.
- Play resources that promote learners to socialise and engage positively with peers in the playground, encouraged and monitored by support staff and senior managers.
- Partnership working with parents, outside agencies and the local community.
- A system that identifies vulnerable learners and takes action to support such youngsters.
- Alternative ways for children and young people to report bullying incidents; Circle Time, Worry Boxes, Wellbeing Questionnaires, conversations with a trusted adult etc.

## **Responding to bullying behaviour**

When bullying behaviour does take place, staff will respond appropriately by addressing the needs of learners who experience bullying behaviour as well as those who exhibit these behaviours.



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.

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

Good practice includes:

- The child is taken to a comfortable place with no distractions.
- The child is given time to calm down and reassured that they will be listened to.
- The member of staff should confirm that bullying behaviour 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.
- The child should then be asked what they want to see happen next.
- The incident should be shared with SLT and fully investigated by a member of staff, all statements and accounts should be recorded.
- Parents will be informed of the incident and action taken, if it is judged to be appropriate.
- The child should be kept up to date with progress.
- Details of the bullying behaviour and actions taken is recorded in the SEEMIS Bullying and Equalities Module.
- Following the incident, staff should ensure that the child or young person is closely monitored and supported to ensure that the bullying behaviour has stopped.

When a child has **displayed bullying behaviour**, a member of SLT 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.

Good practice includes:

- 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.
- Address what is happening behind the behaviour, even when the bullying has stopped.

Consideration should be given to the consequences and support given to the child 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.
- Use of the 'fix it' folder.
- 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' (Included, Engaged and Involved Part 2: Preventing and Managing School Exclusions, updated 2017), senior leaders have the power to exclude as a last resort.

## Recording and Monitoring

Incidents of bullying will be recorded to ensure that appropriate response and follow up is issued. It will help our school to monitor the effectiveness of our policy and practice and may also help identify a need for training.

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

- Involvement of particular children, 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.

Incidents of bullying are recorded systematically using the *bullying incident recording form* and authority procedures are followed. Each bullying incident is recorded in the Pupil Personal Record and also entered on SEEMiS.

All aspects of bullying incidents should be dealt with in a way that fosters mutual respect, individual responsibility, resolution and support. Staff must be confident that a resolution has been reached and bullying behaviour has stopped. The incident record sheet ensures that all involved are happy with the final outcomes and a review date is set to obtain reassurance of this.

In order to achieve a satisfactory resolution, good practice includes:

- Small group work/team building activities.
- Peer mediation building on shared concern.
- Fix it folder.
- Supervision.
- Restorative approaches.
- Seek outside help/ advice/ involve other partners or agencies as required.
- Police involvement or engagement.

The overall message we wish to convey to our learners is this:

***'Anyone with a concern about bullying will be listened to and taken seriously.'***



**For further information, advice and guidance:**

**Respectme**

Scotland's Anti-Bullying Service have a website that offers practical advice and guidance.

[www.respectme.org.uk](http://www.respectme.org.uk)

**Equality Act 2010**

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

**ChildLine**

Their website has a bullying section for young people and adults and offer a confidential helpline for children and young people.

[www.childline.org.uk](http://www.childline.org.uk)

**ParentLine**

A confidential service for parents and carers.

[www.parentlinescotland.org.uk](http://www.parentlinescotland.org.uk)

**CEOP**

The Child Exploitation and Online Protection Centre website provides information and advice for online safety.

**Midlothian Council**

Approaches to Anti-Bullying for Children and Young People

[https://www.midlothian.gov.uk/downloads/file/958/anti\\_bullying\\_measures](https://www.midlothian.gov.uk/downloads/file/958/anti_bullying_measures)



## Bullying Incident Record

### Basic Information

Reported by		Incident date	
Reported to		Incident time	
Addressed by		Incident location	

### Incident

#### Person(s) Experiencing

Forename	Surname	Age	Stage

#### Person(s) Displaying

Forename	Surname	Age	Stage

### Nature of Incident

Damage to property		Physical		Written	
Incitement		Text or IT related		Other	
Isolation		Verbal			

### Motivation

Body image		Race		Family circumstances	
Care circumstances		Religion		Age	
Disability		Sexual identity		Gender re-assignment	
Gender		Substance misuse		Other	
Personal preference		Economic			

### Incident Detail



**Action**

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**Monitor/ Review**

Reviewer:

Due Date:

Completed on:

Person(s) Experiencing	
Do they feel their concerns were listened to?	
Do they feel satisfied with the outcome?	
Is the parent/ carer satisfied with the outcome?	

Person(s) Displaying	
Do they feel their concerns were listened to?	
Do they feel satisfied with the outcome?	
Is the parent/ carer satisfied with the outcome?	

**Incident Conclusion**

Under consideration		Resolved		Not Resolved		Being Addressed	
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**Entered onto SEEMIs**

Date:

Recorded by:



## Policy Review

Policy updated by:	SLT	Date: January 2023
Next review:	Review details:  Consult with staff, learners and parents to co-create a shared understanding of what bullying is, promote positive behaviour and foster a culture of mutual respect.	Date: August 2023