



Lennoxtown Primary School

Anti-Bullying Guidelines

January 2017

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

Rationale

These Anti-Bullying Guidelines provide guidance to pupils, staff, parents and carers of Lennoxton Primary School on preventing, responding to and reducing bullying behaviour in line with East Dunbartonshire's Anti-Bullying Policy and Guidance for Education Establishments (2015).

Aims

The aims of Lennoxton Primary School's Guidelines are to ensure that:

- all children are provided with a safe, inclusive and supportive environment in which to learn;
- all of our pupils are given the opportunity to achieve their full potential;
- our children are nurtured;
- our pupils become responsible citizens;
- all our pupils are confident in meeting the future challenges of life and work.

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. It can have an impact on a child or young person's aspirations, confidence, relationships and quality of life. This behaviour can harm children 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 can have short and long-term effects on the physical and mental wellbeing of children.

It is important to distinguish between bullying and other types of behaviours. Children and young people will tease and fall out with each other from time to time, they won't always get on but every fall out isn't bullying.

Bullying also occurs in the virtual world which children and young people access through the Internet, via social networking (e.g. FaceBook, Twitter and Snapchat), computers and mobile phones. 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*, which includes guidance on on-line bullying, is available from 'respectme' - Scotland's Anti-bullying Service on their website - www.respectme.org.uk.

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:

- racist bullying;
- disablist bullying;
- homophobic bullying;
- body image and appearance;
- religion and belief;
- sexism and gender;
- looked after children and young people;
- young carers;
- socio-economic group.

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.

At Lennoxton Primary School we are committed to supporting all children irrespective of which side of relationship difficulties they may sit within.

Bullying behaviours can include:

- name calling, teasing, putting down or threatening and intimidating by making prejudiced-based remarks;
- hitting, tripping, pushing, kicking;
- stealing and damaging belongings;
- ignoring, excluding, spreading rumours;
- sending abusive messages electronically, e.g. 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.

Signs to look out for

Children may:

- become withdrawn;
- may have scratches and bruises they can't explain;
- they don't want to go to school or they are having trouble with school work;
- they don't want to go out or play with their friends;
- they change the route they take to school;
- they complain of headaches, stomach aches and other pains;
- they become easily upset, tearful, ill-tempered or display other out of character behaviour.

This list is not an exhaustive list and displaying some of the above behaviours won't necessarily mean that a child is being bullied.

Prevention of Bullying

Lennoxton 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:

- buddying;
- Use of restorative practice to repair relationships;

- using the Risk Matrix System / Pupil Support Group / other system to identify vulnerable pupils and takes steps to remedy this;
- exploring creative and motivational ways to engage pupils and raise awareness of bullying with theatre groups, speakers / community and campus police officers, film footage and music, Anti-Bullying focus week;
- involvement of the Pupil Council;
- learning about the impact of bullying in Health and Wellbeing lessons;
- anti-bullying campaigns, posters and assemblies;
- encouraging pupils to report perceived bullying incidents;
- an 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.

Action – What happens when bullying is reported?

A member of the senior management team will talk to the parent/carers of the child and gather as much information as possible. During this discussion the staff member will listen to what the child or young person is telling them. They will also be mindful of body language, and facial expressions as these are very important when a child is stressed or anxious and has a concern.

Examples of good practice include:

- the child or young person is taken to a comfortable place where they are made to feel comfortable and free to talk;
- the child or young person is listened to sensitively;
- the member of staff should confirm that bullying is never acceptable; all children in the school have the right to come to school and feel safe;
- they should be gently encouraged to talk, to find out what happened, who was involved, where and when the incident happened, what impact it had on them and their views should be noted down;
- they should be part of the discussion on what they want to see happen next and agree next steps;
- the Senior Management Staff member will then use this information to devise an Action Plan.
- the child or young person and parents 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;

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.

Some children may not recognise that their behaviour is bullying e.g.:

- they may not be aware of the impact their behaviour is having on another child or young person;
- they may be prejudiced towards certain groups of people or behaviours;
- they may be feeling challenged and are trying to regain control over a person or situation;
- they do not feel that they can be identified or found out as they are posting online;
- they are encouraged to join in and doing so to save face;
- they have learned bullying behaviour or prejudice from a role model or peer.

Once it is established that bullying has taken place, the bullying behaviour will require to be addressed with the child or young person displaying the bullying behaviour.

Examples of good practice include:

- time should be taken to understand the reasons for the bullying behaviour;
- 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;
- addressing the behaviour and the impact that it has had;
- not labelling the child as a bully by talking about the bullying behaviour;
- helping the child understand the impact their behaviour has had on the child they were bullying;
- repairing relationships.

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 campus police if appropriate.

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

- **supporting** anti-bullying projects and nurturing a positive ethos of **respect for all**;
- **promoting** work on **personal safety and bullying** as part of the **Health and Wellbeing** curriculum;
- **encouraging** the development of environments in which **children and young people** can feel free of bullying and can **thrive**;
- **providing support** in individual circumstances.

Review of Guidelines

Anti-Bullying Guidelines will be reviewed during session 2018-2019.