



# Hazlehead Primary School

## **ANTI-BULLYING POLICY**

*This policy is a 'live' document and updated after consultation with pupils, parents and teaching staff on a regular basis. (Last Updated: July 2018)*

### **National Priority: Inclusion and Equality**

#### **The Children and Young People's Act (Scotland) 2014 places *GIRFEC* – Getting It Right For Every Child - in statute**

- GIRFEC promotes action to improve the wellbeing of all children and young people underpinned by shared principles and values in line with the UN Convention on the Rights of the Child. It:
  - builds solutions with and around children, young people and families.
  - enables children and young people to get the help they need when they need it.
  - supports a positive shift in culture, systems and practice.
  - involves working together to make things better.
- *SHANARRI* - the 8 indicators of wellbeing considered the basic requirements for all children and young people to grow and develop and reach their full potential: safe, *healthy*, *achieving*, *nurtured*, *active*, *respected*, *responsible* and *included*.

### **Rationale**

Every child has the right to learn in a caring, supportive and safe environment without fear of being bullied.

### **Aims**

- As a UNICEF Rights Respecting School ensure everyone in the school community understands the responsibility each of us has to allow others to enjoy their rights
- To promote an ethos of inclusion and positive behaviour and to make it clear that bullying is a form of anti-social behaviour which will not be tolerated.
- To create an open culture where pupils feel free to report possible incidents of bullying without fear of repercussion
- To equip pupils with skills which will help them to deal with bullying

### **What is bullying?**

There is a difference between bullying and other hurtful behaviour and many disagreements do not constitute bullying behaviour. **Bullying is not the same as falling out but it is a type of behaviour that may be verbal, social, physical, emotional or prejudice based. It may involve mobile phones, social media or the internet.**

### **Procedures**

Each school year all staff and pupils are involved in anti-bullying activities. This may take the form of Circle Time, workshops, assemblies, art or drama. Bullying is discussed and children are made



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aware of what bullying is and the forms it may take ie: physical, verbal, exclusion, damage to property. It is made clear to pupils that everyone is responsible for ensuring bullying is not tolerated.

Pupils are made aware of the importance of speaking up about any concerns they may have. All pupils know that there are a number of adults who will listen to their concerns as well as the Peer Mediators who are on duty each day in the playground. Throughout the year opportunities are sought to raise awareness.

Each incident of bullying is different, and there is no particular strategy that will work in every case, however, restorative approaches can help to repair relationships

A variety of strategies are in place to combat bullying:

- All concerns treated seriously
- Positive social attitudes promoted at all times
- Children learn about rights and responsibilities
- School Values revised and selected by pupils: **Opportunity, Courage, Respect, Responsibility and Fairness.**
- Pupil Support Assistants supervise at breaks
- Young Sports Leaders are on duty in the playground to promote cooperative play
- Peer Mediators trained in conflict resolution are on duty in the playground
- P1 and P7 have many opportunities to build relationships eg:, playground pals, lunch buddies, transition buddies
- Pupil Council bring concerns to meetings
- Suggestions/Concerns boxes by Mrs Jones' office
- The Community Liaison Officers works with classes as part of our Health Education programme on aspects of personal safety and bullying
- Involve the pupil who has been bullied in considering what strategies might work, and give them a voice in decisions that are made about them
- Take care not to overreact, especially to rumours that may be unfounded
- Inform parents/ carers about bullying incidents at an early stage and continue to support and inform them if bullying continues
- Inform relevant staff about actions taken and keep them up to date with progress
- Keep a record of incidents and action taken
- Involve other agencies where appropriate
- Monitor the results of any actions after dealing with incidents
- Provide support for the person who has been bullying – reasons for bullying are often complex

## Role of SMT

Incidents of bullying are taken seriously and investigated by the Senior Management Team. Incidents are recorded and pupils who have been bullied or have bullied others will be supported and their behaviour monitored. If serious, parents are notified of bullying incidents. Providing opportunities to educate staff, parents and pupils about E-Safety and what to do about cyber-bullying is also necessary.



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## **Role of the Class Teacher**

- Foster an ethos of inclusion in the classroom
- Promote positive attitudes in the classroom and school
- Involve all pupils in regular discussion of the effects of bullying
- Encourage pupils to take responsibility for their own behaviour – focus on bullying as a Behaviour not a label.
- Allow opportunities for pupils to express any concerns
- Promote the ethos of a Rights Respecting School
- Educate pupils about e-safety

## **Role of the Pupil Support Assistant**

- Aim to ensure each child is included
- Aim to involve pupils in cooperative play
- Encourage children to talk about any concerns
- Treat any bullying concern seriously
- Praise children when they behave well
- Support P7 Buddies, Peer Mediators and Young Sports Leaders
- Promote the ethos of a Rights Respecting School

## **Role of Parents and Carers**

- Look out for potential signs of bullying such as distress, feigned illness or other unusual behaviour
- Encourage your child not to retaliate but to report the bullying
- Report the bullying to the school by phoning or e-mailing the school office
- Be aware of E-Safety recommendations and how to keep children safe online

## **Role of Pupils**

- Don't take part in any bullying activities
- Watch out for signs of bullying and report them
- Support the victim and tell a trusted adult – don't be a bystander

## **Useful links and resources**

**Childline** - [www.childline.org.uk](http://www.childline.org.uk) - ChildLine is a private and confidential service for children and young people up to the age of 19.

**Children and Young People's Commissioner Scotland** - [www.cypcs.org.uk](http://www.cypcs.org.uk) - This site is for children and young people in Scotland, your parents and the adults who work with you. Here, you can learn about your rights, make your voice heard and find out who can help you live a safe and happy life.



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**Respectme** - [www.respectme.org.uk/](http://www.respectme.org.uk/) - We work with all adults involved in the lives of children and young people to give them the practical skills and confidence to deal with children who are bullied and those who bully others.

**See Me** - <https://www.seemescotland.org/> - See Me is Scotland's programme to tackle mental health stigma and discrimination. We are funded by the Scottish Government and Comic Relief, and managed by SAMH and the Mental Health Foundation.

**Stonewall** – [www.stonewall.org.uk](http://www.stonewall.org.uk) - We will work with all organisations to ensure they offer inclusive, equal and inspiring environments for lesbian, gay, bisexual and trans people.

**Unicef Rights Respecting Schools** - [www.unicef.org.uk/rights-respecting-schools/](http://www.unicef.org.uk/rights-respecting-schools/) - The Rights Respecting Schools Award is a Unicef UK programme that aims to put children's rights at the heart of schools in the UK.

## **Hazlehead Pupil/Parent Voice Snapshot 2018:**

**Q) What words do you associate with bullying?**

*A) sadness – pain – fear – work – feelings - stressful - discrimination – exploitation- isolation - loneliness - cruelty*

**Q) What does bullying look like?**

*A) Name calling, discreet or obvious, verbal or physical, social media abuse, leaving someone out, manipulating situations to hurt someone, hitting, speaking in a nasty tone.*