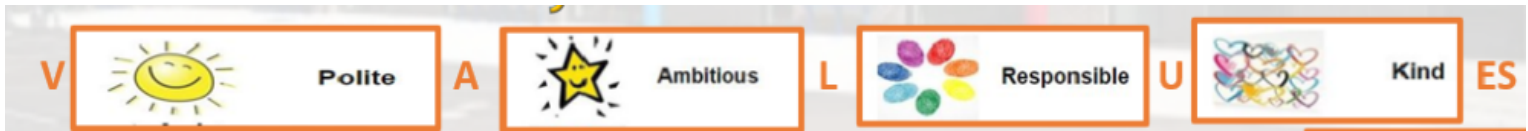




Respect Me Anti-Bullying

This Is How We Do It!



In Park View Primary School, **we create** *polite, ambitious, responsible and kind* pupils. **We challenge** every pupil through our engaging and inclusive curriculum relevant to our pupils and their individual needs and skills and **we care** for our whole school community through our nurturing approach, extensive support and inclusive ethos.

Our school ethos and motto underpins our practice to ensure we are able to promote the school values which are also our school rules.



Why do we have an Anti-bullying policy and what we aim to do?

In order to create our safe, inclusive and nurturing ethos, we must uphold high expectations for all children and ensure that ALL children feel safe, respected and ready to learn and able to thrive in our school environment. This means that we must always aim to eliminate any form of bullying behaviour which can make our pupils and staff feel threatened, frightened, out of control, hurt or disrespected. Our pupils must know what to do should they experience any bullying, and know that action will be taken to ensure it stops.

Our bullying policy sits in line with Respectme and the following key documents in Scotland:



Through this policy we aim to:

- Provide a safe, secure and tolerant learning environment for all members of our school community.
- Inform everyone that they have a right NOT to be bullied.
- Ensure there is a common understanding of what bullying is.
- Develop a partnership approach to anti-bullying with pupils, parents/carers and staff.
- Promote a positive ethos that fosters self-esteem and resilience for all.
- Equip everyone with the necessary skills to recognise and tackle bullying behaviour.
- Support everyone who has been affected by bullying.
- Provide support to those perpetrating bullying behaviours and help recognise the causes and consequences of their behaviour.
- Provide support and advice to parents/carers and staff when dealing with bullying behaviour.
- Establish clear steps and guidance for recording, reporting and monitoring.

What is bullying?

This definition is the nationally derived definition based on research.

There does **NOT** need to be 'intent' and does **NOT** need to be 'persistent'. One off incidents that children do not mean/intend, can still have an impact on another person's wellbeing.

What is Bullying?

Bullying is both behavior 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 makes people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.

What can bullying look like?

- Being called names, teased or threatened (face to face and/or online.)
- Being deliberately 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 (face to face or online).
- Being targeted because of who you are or who you are perceived to be (face to face and/or online).

Online Bullying

In our children's lives, unfortunately, bullying can happen anywhere because of mobile and digital devices. From the list above, when name calling etc happens online, this is still a form of bullying. We also know that sometimes online bullying can be just as, if not more, detrimental to the person receiving the bullying. This is because the language used can be more extreme when it is not face to face - many people would say or do things online that they would not do when face to face with someone. Online bullying can also be more subtle e.g removing and adding people to snapchat groups, posting photos of others and editing photos without permission etc.

As a school we prefer for situations that happen outside of school to be dealt with by parents and carers; however, quite often, especially with online bullying, it can then become a school issue as it results in children being upset in school, or it can continue in a face to face manner in school. It therefore becomes an issue that we must deal with in co-operation with parents and carers in order to safeguard your children.

When is it NOT bullying?

It is important to remember that young people will 'fall out' and disagree as a normal part of growing up and we would not consider this bullying behaviour or address it through this policy, unless left unresolved and it develops into something more serious. Young people experiencing falls outs and disagreements will be supported using restorative approaches.

There may be times when some actions may appear to be bullying, but they are in fact a crime. **Behaviours such as hate crime, sexual harassment/assault, or physical assault are illegal.**

What do we do in Park View in relation to bullying?

To encourage our values and rules, they underpin our full ethos and our *Promoting Positive Behaviour and Understanding Distressed Behaviour* (PPRUDB) Policy and procedures. Our values/rules are discussed at weekly assemblies and are referred to daily in classroom routine. Our House Points encompass these 4 rules/values and positive notes are sent home for pupils who follow these, and when children go above and beyond they receive Head Teacher Awards for the same values too.

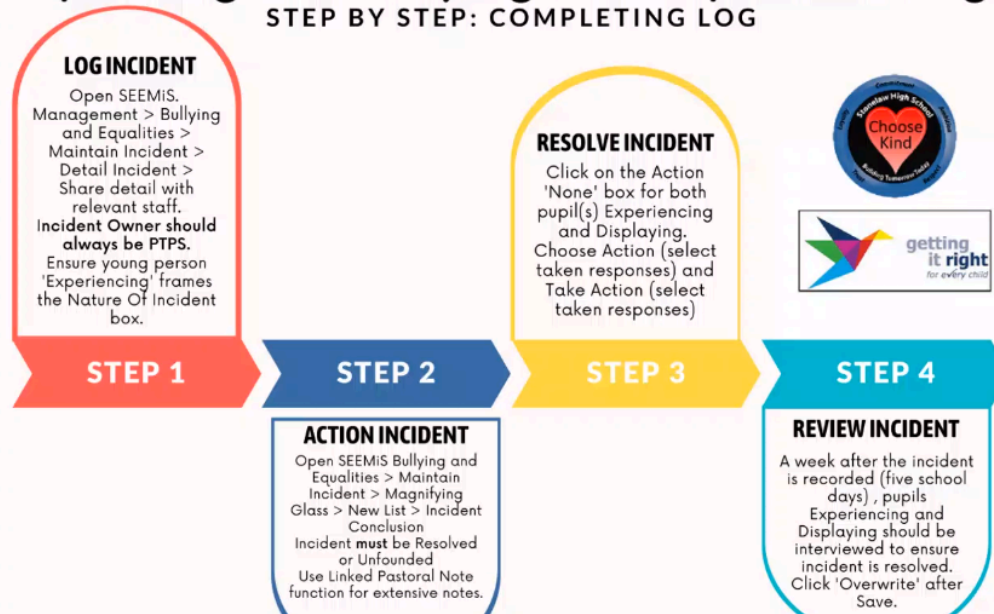
There are times when our children do not adhere to these values and rules and we have agreed procedures in place to ensure consistency and to ensure pupils are fully aware of the boundaries and expectations.

On rare occasions, these incidents can feel like **'bullying'** to pupils, parents and staff.

1. Any incident that is reported as bullying is recorded on SEEMIS - this is recorded as the first step - before the investigation.
2. Investigate the bullying.
3. Part of the investigation is identifying if it is bullying or conflict? Conflict has equally balanced power rather than one sided.
4. Once fully investigated and both children supported, contact both sets of parents.
5. The incident is then updated on SEEMIS as unfounded or resolved (with children beside us to keep them fully involved- separately)
6. Provide support or restorative intervention to ensure this behaviour stops and the risk of this behaviour is minimised.
7. Share information with relevant staff so that everyone is able to call-out bullying and minimise the risk.
8. Check-in with pupils at least once a few days later to ensure it is resolved then continually check-in with pupils.

Updating the Bullying and Equalities Log

STEP BY STEP: COMPLETING LOG



To enable us to follow the procedures above, we also use these strategies throughout the process suggested by Respectme:

CYP Experiencing Bullying

- What was the behaviour(s)?
- What was the impact?
- What does the young person want to happen? (Explore options)
- What attitudes, prejudices have influenced behaviour-?
- What can I do to support? (What do I need to do about it?)

Who is responsible for bullying and what roles do we play?


To allow us to follow these procedures promptly and to ensure bullying is stopped, there are certain roles and responsibilities that we all have as a school community, and our team work on this is essential.

LEARNERS	
What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"> ➤ Follow our school rules and values in/out of school. ➤ Do not engage in bullying behaviours. ➤ Respect everyone and their differences. ➤ Use technology appropriately. ➤ Tell someone you trust if you or someone is being bullied. ➤ If you can't tell someone, write down your worries and share them with a member of staff. ➤ Support friends and peers if they are being bullied. 	<ul style="list-style-type: none"> ➤ Be taught how to identify and respond to instances of bullying. ➤ Be treated with respect. ➤ Be listened to. ➤ Have your concerns taken seriously and investigated sensitively and fairly. ➤ Have options on how to report bullying and choices on how to respond. ➤ Receive support and guidance from parents/carers, staff and senior leaders. ➤ Be included in policy development in relation to anti-bullying.




PARENTS

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"> ➤ Be aware of school values and antibullying policy. ➤ Be alert to your child's wellbeing and watching out for changes to mood and personality. ➤ Understand that 'fall outs' and disagreements amongst peers is not uncommon. ➤ Repeat our message that reporting bullying is courageous. ➤ Alert a member of school staff as early as possible. ➤ Encourage your child to use technology appropriately and monitor usage. ➤ Familiarise yourself with the language of technology. ➤ Be alert of dangers online – research CEOP website. 	<ul style="list-style-type: none"> ➤ A clear anti-bullying policy. ➤ Effective communication. ➤ Be listened to and treated with respect. ➤ Have all reports of bullying behaviour taken seriously and investigated sensitively. ➤ Be informed of the steps and procedures taken in line with this policy. ➤ Monitoring of the situation by school staff and updates in line with this policy. ➤ Informed of actions and outcomes. ➤ Be directed to appropriate resources in services. ➤ Be included in policy development in relation to anti-bullying.

STAFF

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"> ➤ Understand our anti-bullying policy and procedures. ➤ Act in accordance with our school values, SLC Code of Conduct and the values and principles of Respect for All to prevent and respond to bullying behaviour. ➤ Be a positive role model in and out of school. ➤ Listen to all reports of bullying. ➤ Record in line with school policy. ➤ Report all suspected bullying incidents to a member of SMT. ➤ Seek information on actions and outcomes from Senior Leaders. ➤ Report again if you feel the actions/outcomes are inadequate. ➤ Be careful to avoid the terms 'bully' and 'victim'. Instead refer to bullying behaviour. ➤ Engage in training and formulation of anti-bullying policy. 	<ul style="list-style-type: none"> ➤ Be listened to when reporting suspected bullying incidents. ➤ Have your concerns taken seriously. ➤ Have your concerns responded to in line with this policy. ➤ Support when responding to bullying behaviours. ➤ Informed of actions/outcomes. ➤ Opportunities to undertake appropriate training on anti-bullying. ➤ Be included and involved in the development of policies. 

SENIOR LEADERS

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"> ➤ Understand our anti-bullying policy and procedures. ➤ Act in accordance with our school values, SLC Code of Conduct to prevent and respond to bullying behaviour. ➤ Listen to and investigate all reports of bullying. ➤ Record in line with school policy. ➤ Investigate all allegations sensitively and fairly. ➤ Communicate with all pupils involved and take their views into account. ➤ Work alongside parents/carers/staff. ➤ Make use of restorative interventions and approaches. ➤ Agree actions and monitor closely. ➤ Inform all stakeholders of actions and outcomes. ➤ Consult all stakeholders on policy development. 	<ul style="list-style-type: none"> ➤ All stakeholders to act in accordance with our school values. ➤ Learners, parents/carers and staff to report bullying behaviours. ➤ Access to training and resources on anti-bullying. ➤ Learners, parents/carers and staff involved in anti-bullying policy development. <div>    </div> <div> See it... Share it... Don't support it... </div>

What resources do we use to support our children and highlight steps towards anti-bullying?

If our attempts in our everyday practice to ensure a safe, inclusive and nurturing ethos are not successful, and we have identified bullying behaviours, we have a range of strategies and resources that we can use (as well as following the procedures listed above) to help support the children experiencing bullying.

Restorative practices are always at the forefront of our strategies to support all children. But there are always times when consequences need to be put in place to allow children to learn that bullying is not acceptable. These are set out in our PPRUDB policy and have been agreed in full consultation with pupils, staff and parents.

To work on relationships and getting to the bottom of bullying behaviours and supporting the person experiencing this, we can talk through scenarios and strategies to respond. To do so, we use the following resources, as and when appropriate:

- Kitbag resources to support conversations and promote resilience and self-esteem
- Wee Worries Workshop
- Nurture sessions
- Schools counselling service
- In school counselling/listening sessions
- Barnardos support
- CUSTAAD
- Lego Therapy
- Emotionally Based School Avoidance input
- Getting On Group
- Worry monster
- Wellbeing cards
- Assemblies around bullying
- Weekly focus on our school values
- Anti-bullying week and Interdisciplinary learning topic (IDL)- differentiated for all learners to ensure breadth of knowledge and progression for all children.
- Respectme resources
- Treat Me Well South Lanarkshire resources
- UNCRC resources

In order to successfully eliminate and minimise the risk of bullying behaviours, it is equally important to support the person displaying bullying behaviours. the Respectme website suggests the following strategies and in Park View this is part of what we do to support.

*CYP - Child and Young people

CYP Displaying Bullying

- Describe the behaviour that is causing harm – avoid labelling
- Identify what is causing the bullying behaviour
- Listen and support to identify thoughts/feelings behind the behaviour
- Support CYP to find other ways to manage difficult feelings
- Address any attitudes, prejudices influencing behaviour
- Support repair of relationships

When will we review the policy?

We will now review this policy annually and share with all staff, pupils and parents at the beginning of each new school session and keep an updated version on the school website

Due Date: September 2024