

# MILNGAVIE PRIMARY SCHOOL & ELCC Anti-Bullying Guidance



<i>Quality Indicators</i>	
2.1	Safeguarding and Child Protection
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## Anti-Bullying Guidelines

'Respect for All has a fundamental role to play in helping us realise our vision for all children and young people. It provides a holistic framework for all adults working with children and young people to address all aspects of bullying, including prejudice-based bullying. Respect for All reflects Getting it Right for Every Child (GIRFEC) and recognises that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination'.

Scottish Government (2017) – Respect for All: A National Approach to Anti-Bullying for Scotland's Children and Young People.

### Introduction

At Milngavie Primary School we believe that relationships are the key to our school community thriving together.

*Everyone works hard to develop a positive ethos by:*

- Promoting equality and nurturing a sense of identity and belonging for all;
- Encouraging achievement and having high expectations for all our pupils;
- Celebrating success in it's widest sense;
- Promoting positive behaviour;
- Encouraging the active participation of pupils in decision making and school life;
- Working in partnership with parents/carers and the wider community.

We believe that Milngavie is a school where children are respected, their talents nurtured and they are able to thrive. We are empowering our children to have a rights-respecting guide to living and are encouraging them to become active citizens and learners.

Our pupils are knowledgeable about children's rights and are encouraged to put them into practice every day. Through our Assembly programme we promote the ethos of a rights-respecting school and model rights and respects in all its relationships, whether between adults and pupils, between pupils, or between adults. We aim to support our pupils to build and maintain strong relationships.

### Rationale

Children and young people are still learning how to get along with others. They will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. These are examples of ordinary conflict, perhaps thoughtlessness and possibly insensitive behaviour and should be viewed as a normal part of growing up. However, if left unchecked, these behaviours can lead to bullying, making those being bullied feeling afraid, uncomfortable or unsafe in their environment. They should be viewed as an opportunity to help children and young people learn about resolving conflict and getting along with others. Parents, teachers and other adults need to model kindness, conflict

resolution, inclusion and responsibility. Relationship break downs do happen and when they do we will work with you, your child and other parties to repair these relationships. Not every unkind behaviour constitutes bullying. It is important to distinguish between bullying and other types of behaviour. This policy sets out our approaches to dealing with bullying behaviours.

These Anti-Bullying Guidelines provide guidance to pupils, staff, parents and carers of Milngavie Primary School on preventing, responding to and reducing bullying behaviour in line with East Dunbartonshire's Anti-Bullying Policy and Guidance for Education Establishments (2019).

### Aims

The aims of the Milngavie Primary School's Guidelines are to ensure:

- that all children and young people are provided with a safe, inclusive and supportive environment in which to learn;
- children and young people, parents and carers and staff have a robust understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported.
- a culture is promoted where bullying is recognised as being unacceptable;
- the prevention of bullying of children and young people through a range of approaches;
- effective support for children and young people and their parents and carers who are affected by bullying.

### Definitions of Bullying

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 (Respect Me, 2015).

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.

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.

Milngavie Primary School 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.

*Bullying behaviours can include:*

- name calling, teasing, putting down or threatening and intimidating by making prejudiced-based remarks;
- hitting, tripping, pushing, kicking;
- taking 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.

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 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.

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 considered unhelpful to define bullying purely in terms of behaviours alone.

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:

- pregnancy & maternity
- racist bullying
- religion and belief
- homophobic bullying
- disablist bullying;
- body image;
- sexism and gender;
- looked after children and young people;
- young carers;
- socio-economic group
- and gender reassignment

It is important to have clarity about these significant events and be able to recognise and acknowledge bullying behaviours when they happen.

#### Action

The member of staff to whom the incident is first reported, or who has witnessed the incident, will take the incident seriously. They will use their professional judgement in deciding upon appropriate action based on the impact of the behaviour on the child or young person.

The children or young people involved will receive appropriate support and protection.

*Examples of good practice may include:*

- the child or young person is taken to a comfortable place with no distractions;
- the child or young person is listened to;
- they should be gently encouraged to talk, to find out what happened, who was involved, where and when – and notes taken;
- they should be asked what they want to see happen next;
- the child or young person should be kept up to date with progress;
- the member of staff will inform parents of the incident and action taken.

#### Recording Incidents

This will be undertaken by the member of the Senior Leadership Team (SLT) dealing with the incident.

When an incident has been raised, the designated member of staff should log the incident on the school's management information system (SEEMIS) Bullying & Equalities module as soon as possible. An investigation into the incident should follow and SEEMIS should be updated throughout this process. Once concluded, the incident should be closed off.

Where the allegation is unfounded, recording of the pupil's name alleged to have been displaying bullying behaviour should be entered in the bottom box headed 'other person' within the 'person displaying' section on SEEMIS. This will ensure that the allegation will not show on the pupil's SEEMIS record.

Where an incident is found to be bullying, the designated member of staff should ensure that appropriate supports/interventions are in place to address any underlying prejudice. It is important to ensure that notes taken during the investigation or discussions with children and young people, parents and carers are recorded on SEEMIS pastoral notes to provide a chronology of events and actions taken, as soon after the event as possible.

When there is evidence that a child or young person has displayed bullying behaviour, a member of the SLT will, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school.

*Examples of good practice include:*

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;
- 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.

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.

Access to the school's counselling service is now available. This can be considered when appropriate, although this is primarily only for P6 and P7 pupils.

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' (National Guidance on the Prevention and Management of Exclusions, Included, Engaged and Involved – Part 2 June 2017), senior managers have the power to exclude as a last resort.

## Zero Tolerance

We recognise how difficult it can be for pupils and parents to take action on bullying and how bullying thrives on fear and secrecy.

*The key messages for pupils are:*

If you are being bullied, tell someone. Don't suffer in silence.

- If you see someone being bullied, tell an adult immediately.
- Don't think that it's OK to be a 'by-stander', this can give the impression that you think that bullying is acceptable when it never is.

Children are encouraged to report the incident to any adult in the school setting. Through Assembly and class chats we will frequently remind pupils to talk to their teacher or to a member of the promoted staff or have a quiet chat with a Classroom Assistant or other member of the support staff if they have any concerns or worries.

## Communicating Awareness

In order to tackle the issue of bullying it is essential that everyone within the community is aware that bullying is never acceptable and what action should be taken if they are subject to, or witness, what might be a bullying incident.

*At Milngavie Primary School we will:*

- in consultation with pupils, parents and staff, regularly review, update and publish the school anti-bullying guidelines on our website;
- display relevant information around the school to promote the anti-bullying message;
- find creative and motivational ways to engage pupils and raise awareness of bullying by the use of theatre groups, speakers, film footage, music, drama, competitions etc.
- regularly communicate with parents to keep them abreast of our work.

It is essential that everyone takes responsibility in creating a safe and supportive environment 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 anti-bullying as part of the Health and Well-being 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 which might include buddying, mentoring or peer mediation.
- highlighting the impact and legal consequences of on-line bullying through curriculum input, assemblies, charter, information and events for parents and carers.

<http://www.internetmatters.org>

<http://www.nationalonlinesafety.com>

<http://thinkuknow.co.uk/parents>

## Parents/Carers Role

We appreciate for parents that hearing that your child is being bullied evokes an understandably emotional response and for everyone involved in the incident it can be a difficult time.

If you have any concerns, please contact us and arrange to see your child's teacher or a member of the SLT. We will discuss what has happened and how we can proceed together to resolve the situation and reach a satisfactory outcome. You can also find advice from "Respect Me" - Scotlands Anti-Bullying Service on their website.

<http://www.respectme.org.uk/resources/publications>

They have a useful Things to Remember list for parents which is copied below.

## Things to Remember

Don't Panic! – Remaining calm supports good listening and is reassuring for your child

Give your full attention – This is reassuring and shows you are taking them seriously

Explain the reasons for your concern –Sensitively feeding back on what you have noticed might help your child to see how bullying is impacting upon them

What do they want you to do? – Exploring this will make your child feel valued and will help you to understand what support they need

Keep Listening! – If they are reluctant to talk straight away, remind them that you are always available to listen and they can talk to you at any time

## Review of Guidelines

Anti-Bullying Guidelines will be reviewed during session 2022-2023

