



Lochgoilhead Primary School and Pre-5 Unit

Anti-Bullying Policy - “Building Respectful Relationships”

At Lochgoilhead Primary School and ELC Unit, we seek to be consistent and fair in how we address bullying behaviour. Our pupils, parents and staff have created this policy through consultation and discussion. All members of our school community are responsible for implementing it. This partnership approach ensures that everyone understands the needs, expectations, concerns and capabilities of each partner, and what they can expect to happen if bullying occurs.

This policy reflects *Respect for All – The National Approach to Anti-Bullying for Scotland’s Children and Young People* and the wider policy context in Scotland.

We are fully committed to developing a respectful, equitable and inclusive culture and ethos in our school and wider community. We promote respect, celebrate differences and build positive relationships and behaviour so that bullying is seen as unacceptable behaviour.

Rationale

Bullying is a breach of the United Nations Convention on the Rights of the Child. We are a Rights Respecting School and uphold children’s rights:

- The right to protection against discrimination (Article 2)
- The right to an opinion and for it to be listened to and taken seriously (Article 12)
- The right to protection from violence, abuse and neglect (Article 19)

The ethos of our school is built on the values of **happiness, respect** and **ambition**. We encourage pupils to live these values, so that every child in our community may grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people, and adults.

Definition 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

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place in the context of relationships; it is behaviour that can make people feel hurt, threatened and left out. This behaviour can happen face to face and online.

We do not label children as “bullies” or “victims”. Instead, we focus on the behaviour and its impact on others. Children who are experiencing bullying behaviour must have their concerns taken seriously, have their right to privacy respected, and know that there will be a prompt investigation. We recognise also that children who are demonstrating bullying behaviour need support, to understand the impact of their actions and opportunities to make amends and change their behaviour. Bullying does not need to be repeated or persistent behaviour. It can be a single event. Also, it is not relevant if it was deliberate: “it was only banter” is not an excuse.

Examples of bullying behaviours that people might experience include:

- being called names, teased, threatened, undermined or humiliated;
- being hit, kicked, tripped-up, pushed or kicked;
- having your personal belongings taken, hidden or damaged;
- having your identity, be it gender identity or sexual orientation, debated or questioned by others;
- being targeted because of your identity or of what others perceive your identity to be;
- being made to feel that you are not in control of yourself or of your life;
- being socially isolated, ignored, or having rumours spread about you; and
- having abusive or demeaning photographs, messages, or images about you sent on social media, online gaming platforms or phone.

This list is not exhaustive; there may be other behaviours that can be classed as bullying.

At Lochgoilhead Primary School we are committed to challenging all types of prejudice-based bullying. Prejudice-based bullying relates to people disliking or hating individuals and groups because of perceived or actual differences. This behaviour or language may be racist, sexist, homophobic, biphobic, transphobic or discriminatory with regards to someone’s beliefs, disability, relationship status or other aspects of their identity.

Expectations

Children have a right to express their views in matters that affect them. They are expected to follow the rules for expected behaviours within our school and community. These are:

- Be a great learner
- Be safe
- Be respectful
- Be responsible
- Be kind

Our children have said that they can be expected to:

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- Treat other people the way they want to be treated
- Tell a member of staff if they are being bullied or think someone else is
- Let their parents/carers know
- Tell a friend
- Look out for (“stick up for”) other children

Children are expected to work constructively as part of any restorative practice.

Members of staff promote and model positive relationships and positive behaviour in line with our behaviour management policy. GIRFEC (*Getting It Right For Every Child*) is embedded through our curriculum so that our children and young people are aware of the ways in which their learning experiences help them to be safe, healthy, achieving, nurtured, active, respected, responsible and included. All adults in our school and ELC listen to children and families and ensure that their views are given due weight.

Staff intervene at the earliest possible stage to support children. Staff are expected to follow this policy, following up and communicating on any bullying incidents amongst children and leading on bullying prevention measures when it is safe for them to do so.

A range of strategies are used to prevent and respond to bullying in our school, including:

- placing Health and Wellbeing at the heart of the curriculum
- working towards the Rights Respecting Schools Award
- developing children’s social and emotional learning through PATHS so that children can recognise their feelings and regulate their behaviour
- anti-bullying days/weeks taking into account issues such as LGBT awareness, Scottish Autism Awareness Day, Show Racism the Red Card
- building teacher and support staff skills through effective staff training, including awareness of the impact of ACE’s and trauma on children’s development
- engaging parents through the Parent Council
- family workshops/family learning
- assemblies
- Pupil Equity Fund initiatives
- Young Carer groups
- playground buddies and playground supervision
- copies of anti-bullying policy promoted in school and on school social media
- internet safety programmes
- NSPCC ‘Speak Out, Stay Safe’ workshops
- restorative approaches that seek solutions

Where staff feel there are aspects of this policy that do not fully address issues arising from any member of our school community, they should bring it to the attention of the head teacher.

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Any member of staff who feels bullied by any member of the school community is encouraged and supported to report the matter to appropriate senior staff in Authority's Education Management Team for action in line with current policy.

The head teacher records and monitors strategies that will be used for management purposes in line with Data Protection guidelines. They ensure that staff receive regular training and support in order to deal appropriately allegations of bullying behaviour in line with this policy. They consult with children, staff, parents and other partners to develop, monitor and review this policy every three years.

The head teacher co-ordinates the response to a report of bullying behaviour. They listen and investigate, taking time to discover if bullying has taken place and, if so, the reasons for the bullying. They communicate appropriately with colleagues and parents, including children and parents/carers in working together to find solutions. They are prepared to address prejudicial attitudes that may be behind the bullying behaviour, and address what is happening behind the behaviour, even when the bullying has stopped.

The head teacher records and monitors confirmed bullying incidents in line with current Argyll and Bute policy.

Parents/carers have a right to be included in discussions about anti-bullying policy and their voice is reflected in this policy. Parents may report concerns directly to the school. They often have strong reactions when their children may be experiencing bullying behaviour or engaging in bullying behaviour, but should remember to model respectful relationships with all members of the school community. Parents should not encourage their child to take matters into their own hands or become involved in a way that causes issues to escalate or cause conflict between members of the local community.

Parents should work constructively with the school where their child is involved. This may include restorative conversations.

Parents/Carers should report any incidents where they feel bullied by any other member of the school community directly to the Head Teacher or member of the Authority's Education Management Team so the issue may be addressed.

Partners

We expect all partners who work in our school (e.g. psychological services, social work services, police, community partners) to embrace the spirit of this policy and work to prevent and reduce bullying and prejudice among our children. Partners have been invited to contribute to the development of this policy.

Published: 8th January 2020 (We will formally review this policy in 2023 in consultation with staff, pupils, parents and partners.)

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Happiness

Respect

Ambition

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