



Roseburn Primary School

Anti-Bullying Policy and Procedures

Created: October 2020



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Anti-Bullying Procedure October 2020

We are a Rights Respecting School. This procedure covers the following articles of the UNCRC:

- *Article 2 – You have the right to protection against discrimination.*
- *Article 19 – You have the right to be protected from being hurt or badly treated.*
- *Article 29 – You have the right to an education which develops your personality and your respect for other's rights and the environment.*

Purpose

This exists to protect all children, young people and staff within Roseburn Primary School from all forms of unacceptable behaviours by other children and young people. The emotional health and wellbeing of children and young people is at the heart of achieving the outcomes so that our children have the best start to life and are ready to succeed and become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

This procedure has been revised and updated following consultation with staff, parent and pupil groups, including our Pupil Council, Equalities Committee and Rights Respecting School Committee.

Our values and beliefs

All pupils and staff have the right to feel happy, safe and included and we support every young person to achieve and attain their very best. At Roseburn Primary School we:

- Respect individuality and celebrate diversity.
- Provide opportunities for success through a variety of curricular and extra- curricular options and pathways.
- Encourage creativity and support young people to build the skills and resilience they need for the future.
- Aspire to be the very best we can be.
- Belong to our school and are very proud of our tradition and heritage.
- Use restorative approaches to repair and strengthen relationships within our school community.
- Are committed to promoting equality of opportunity for all and we work actively towards eliminating all forms of bullying and discrimination
- Recognise the effects that bullying and discrimination can have on a young person's feelings of worth, health and wellbeing and their school work.
- Actively foster good relations between diverse groups and individuals.
- Recognise that certain individuals and groups in society experience disadvantage, prejudice or discrimination because of their age, disability, ethnicity, gender, gender change, looked-after status, pregnancy or maternity, religion or belief, culture, sexual orientation and socio-economic status or any combination of these.



Definitions

“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”.

Bullying behaviours may include:

- Name calling, teasing, putting down or threatening.
- Ignoring, leaving out or spreading rumours.
- Hitting, tripping, kicking.
- Taking and damaging belongings.
- Sending an abusive text, email or instant message, or posting an abusive comment on a social networking site (online bullying).
- 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.

We will address online bullying in the same way as the behaviours described above; it's still about behaviour and impact. The behaviour is the same but it takes place online, usually on social networking sites and online gaming platforms.

Equalities

We use the legal definition of 'equalities', which gives protection to people who have specific characteristics - for example being gay, lesbian, anyone becoming transsexual, bisexual, being a boy or girl, being from a recognised ethnic group, someone's faith, age or disability. The Equality Act 2010 defines these as 'protected groups'. Individuals who do not have any of the legally protected characteristics may also be vulnerable to bullying. For example, care experienced children, young carers and children and young people from poorer backgrounds.

Equalities and Diversity Policy <https://roseburnprimary.files.wordpress.com/2020/11/equality-policy-roseburn-november-20.pdf>

Equalities and Diversity Policy- Pupil version

<https://roseburnprimary.files.wordpress.com/2020/11/equality-policy-pupils.pdf>

Responsibilities

The Head Teacher is responsible for the introduction and implementation of their local procedure. However, all staff, all pupils and their parents/carers must work collaboratively to ensure the procedure's success. Teachers and support staff must be proactive, to treat all allegations seriously and to refer reports of incidents to other staff as appropriate, who will maintain accurate appropriate records.

Pupils are asked to:

- Report all incidents of bullying and suspected incidents that other young people may be afraid to report where it is safe for them to do so.
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.



All school staff are obligated to:

- Be proactive in implementing the procedure.
- Treat all allegations seriously.
- Keep accurate and appropriate records.
- Inform the equalities co-ordinator of any instances of bullying.

Parents/carers can help by:

- Supporting our anti-bullying procedure.
- Encouraging their children to be positive members of our school community.
- Monitoring closely their child's use of mobile phone and the internet and intervening if there is a suspicion that these are being used inappropriately.
- Raise any concerns they may have about bullying of their child or of another child/children.
- Speaking to the Head Teacher if their concerns continue following school staff's intervention.
- Making use of the school's complaints procedure/City of Edinburgh Council's Advice and Conciliation service if concerns continue following the Head Teacher's intervention.

The Equalities Co-ordinator, in consultation with the Head Teacher, is required to:

- Monitor and report annually on the implementation of this procedure.
- Supervise the review and updating of this procedure at least every four years.

Concerns and Feedback

We recognise that there may be times when parents/carers feel that we have not dealt well with an incident of bullying or a wider community issue. We ask that if the parent/carer feels that the issue has not been resolved to their satisfaction then this should be brought to the Head Teacher's notice. If the Head Teacher cannot resolve these concerns informally, parents/carers can raise their concerns more formally through the school's Complaints Procedure. If early resolution at this stage is not achieved, then the matter can be referred to the Department's Advice and Conciliation Service. We are also pleased to receive compliments – feedback from parents/carers when things have gone well.

Communicating this procedure

We promote our anti-bullying, equality and diversity procedure throughout the session, during HWB lessons and assemblies. The procedure is on the school website and various posters are on display around the school advising pupils how they can report bullying or seek confidential help.

Evaluating and reviewing our procedure

The effectiveness of this procedure is reviewed on an annual basis along with the number of incidents that are reported alongside the attendance, exclusions, attainment and achievement of pupils in protected groups. Pupils' perceptions and experiences of bullying are reviewed through questionnaires and focus groups. Feedback from parents is also taken into consideration.



Prevention

By promoting a positive school ethos regarding bullying, rights, equalities and health and wellbeing, we hope to prevent instances of bullying taking place:

- Posters on the school notice boards and classrooms are regularly updated and used to remind pupils that bullying and discrimination are not acceptable. Our '**STOP**' Posters remind pupils what to do if they or someone they know is being bullied, or showing bullying behaviours.
- Regular surveys and focus groups are carried out to evaluate ethos and health and wellbeing in the school.
- Our annual Anti-bullying event in the school which raises awareness of bullying behaviours, bullying prevention and supports available for victims of bullying.
- The Rights Respecting School group ensure that all the pupils are aware of and learn about their human rights through lessons, events, assemblies and displays. The Rights-respecting values are embedded in the school empowering pupils to become more active citizens and learners.
- We work with other agencies and partners in health, police and the voluntary sector to promote a positive ethos. This also includes working with organisations such as Respect me, Stonewall, LGBT Youth Scotland.
- The school encourages diversity and anti-bullying projects to raise the profile of these issues.
- There is a highly regarded befriending system in place to support transition from nursery to primary school and primary to High School. Senior pupils have also been trained in peaceful resolution to conflict, in order to promote the positive school ethos.
- Bullying and equalities issues are a standing item on our Pupil Council agenda.
- Our staff are supported in accessing professional development opportunities that increase their awareness and understanding of bullying, prejudice and discrimination as well as skills in restorative justice.

Curriculum for Excellence is used to:

- Increase knowledge of children's rights and responsibilities as responsible citizens.
- Provide age-appropriate reading materials and resources that provide a balanced diversity.
- Monitor and improve where needed the attainment and achievement of pupils in protected groups to develop successful learners.
- Ensure that children and young people in protected groups are appropriately included in developing pupil participation as effective contributors.
- Build resilience and empathy in young people as confident individuals.
- Raise awareness about bullying and our Equality, Diversity and Anti-Bullying Procedure across a range of school subjects.

What we do when bullying occurs

A young person may not be engaging consciously in bullying behaviour, but its impact is still felt and this is taken seriously. Pupils who experience bullying or discrimination will be listened to and supported. Pupils who engage in bullying behaviour or discrimination will be treated fairly and consistently using a range of measures.

Examples of our strategies are:

- Restorative practices, including acknowledging grievances.
- Involvement of a parent/carer where appropriate.
- Peer mentoring and mediation.



- De-escalation strategies.
- Physical separation of person/people bullying, where necessary and possible.
- Use of support base to bolster confidence and provide support.
- Consequences, including loss of privileges.
- Assessment of additional support needs, including counselling.
- Involvement of other agencies and partners in health, police and voluntary sector.
- Referral to specific support service, such as Psychological Services, Education Welfare Service, Social Work or Child and Adolescent Mental Health Service.
- If appropriate, Child Protection procedures will be followed.
- Exclusion from school is not itself a sanction or punishment for bullying behaviour and would only be implemented as a last resort.

Our support to pupils who are bullied or discriminated against

- We **assure** them that it was right to report the incident and they are reassured it is not their fault and they do not deserve this.
- We **encourage** them to talk about how they feel and try to ascertain the extent of the problem.
- We **involve** them in making choices about how the matter may be resolved, ensuring them that it can be stopped, and we will persist with intervention until it does.
- We **discuss** strategies for being safe and staying safe.
- We **ask** them to report immediately any further incidents to us.

Our work with pupils who bully others

- We **interview** the pupil/s involved in bullying separately, listening to their version of events and talk to anyone who may have witnessed the incident.
- We **reinforce** the message that bullying is unacceptable, our expectations and contact the parents of the pupils involved at an early stage (ensuring those involved that we have done so).
- We **consider** consequences under our school's Positive Behaviour Management Procedure.
- We consider whether other referrals (to the educational psychologist, counsellor or police, for instance) are required.
- We follow up after incidents to check that the bullying has not started again in any form (for instance if someone else has been encouraged to take over the intimidation), advising the pupils that we will do so.
- We work with pupils who have been involved in bullying others to ascertain the sort of support that they need.

Reporting and Recording Incidents

- Pupils who have been bullied or witnessed others being bullied should report this to their class teacher or any member of staff.
- Members of staff who receive reports that a pupil has been bullied should report this to the designated senior manager. All instances should be recorded on a Wellbeing Concern form. The designated senior manager will share relevant and proportional information as necessary and maintain the appropriate records.
- The Head Teacher or Principal Teacher will record the incident in the Bullying and Equalities module in SEEMiS.
- All incidents are recorded and acts of bullying or discrimination on ground of race, disability, gender, faith and sexual orientation are of equal concern and are all clearly distinguishable.



- The annual Equalities return will be collected centrally from SEEMiS by the local authority from August 2020.

Online bullying and bullying outside the school premises

We know that bullying can occur outside the school gates, via mobile phones and social network internet sites. The bullying may be done by pupils from our own school, pupils from other schools or by people who are not at school at all. Where a pupil or parent informs us of bullying out with the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Head Teacher of another school whose pupils are allegedly bullying.
- Talk to the transport company about bullying on buses.
- Talk to the police if appropriate.

Planning

We examine and use all available information to ensure that the promotion of equality and anti-bullying issues are contained within our improvement plans.

Equality Impacts Analysis

When reviewing or creating any new policies or services within our school, we give due regard to all protected groups and consider whether any individual or group might experience a particularly positive or negative impact. We keep a record of this and where necessary we take steps to reduce any negative impact.

Involvement

We actively encourage all our young people to participate in school and extra-curricular activities and we take positive action to make sure that the diverse school population is represented in activities, surveys and our student council.

Gathering and Monitoring Information

- Our school routinely monitors attainment of pupils by ethnicity and gender.
- We are committed to developing measures for monitoring the achievements of our looked-after and disabled pupils.
- We monitor attendance and exclusion of pupils by ethnicity, disability and gender.
- We examine our annual records of incidents and survey information
- We use information from surveys of pupils' views and opinions.
- We take active steps to ensure that all data held on pupils' disabilities, ethnicity, caring and looked-after status is accurate and regularly reviewed.