



Anti-Bullying Policy

May 2024

'Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards'.

Scottish Government (2010) – A National Approach to Anti-Bullying for Scotland’s Children and Young People



Rationale

These Anti-Bullying Guidelines provide guidance to pupils, staff, parents and carers of Antonine Primary School on preventing, responding to and reducing bullying behaviour in line with Falkirk Council’s Promoting Positive Relationships Policy, November 2018.

Aims

The aims of Antonine 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
- that all stakeholders of our school community, recognise that bullying is unacceptable in Antonine Primary School
- that all stakeholders of our school community have a robust understanding of what bullying is and the procedures in place, should they witness or be exposed to such behaviours
- a preventative approach to bullying is in place, through a wide range of interventions and whole school strategies
- effective support for children and young people and their parents and carers who are affected by bullying
- rigorous recording and monitoring procedures are in place in response to all incidents of bullying

Definitions of Bullying

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.

Bullying also occurs in the virtual world which children and young people access through the Internet, via social networking (e.g. Facebook, Twitter and Snapchat), computers and mobile devices. 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.

Bullying – A Guide for Parents and Carers, which includes guidance on on-line bullying, is available from 'Respect Me' – Scotland's Anti-bullying Service on their website – www.respectme.org.uk

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:

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

With this in mind, vulnerable children and young people may be particularly at risk of experiencing bullying.

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. As a school all our pupils have the opportunity to engage with Anti-Bullying lessons.

Antonine 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. It is considered unhelpful to define bullying purely in terms of behaviours alone. It is important to have clarity about these significant events and be able to recognise and acknowledge bullying behaviours when they happen.

Bullying behaviours can include:

- name calling, teasing, putting down or threatening and intimidating by making prejudiced-based remarks;
- hitting, tripping, pushing, kicking;
- stealing 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 behaviour is also not a one off event.

Prevention of Bullying

Antonine Primary School strives to promote a culture based on nurturing relationships and equality for all, providing excellent learning and teaching to ensure enriching experiences to raise attainments for all. As a school we strive to develop positive wellbeing and promote the core values of being respectful, happy, resilient and nurturing.

To promote such values, we provide children and young people with a range of experiences and implement a variety of strategies and approaches that encourage tolerance and respect:

- Celebration of wider achievements for all through weekly assemblies, presentations and awards
- Buddying and mentoring partnerships to support both pupils and staff
- Creative and motivational ways to engage pupils and raise awareness of bullying through theatre groups, drama, film footage, book studies and music
- Restorative Practices – an approach used by all staff, to support pupils to reflect on and resolve conflicts with peers
- A wide range of play resources that promote pupils to socialise and engage positively with peers in the playground, encouraged and monitored by support staff and senior managers
- Friendship club is an option for children who desire a more structured social time
- Strong, trusting relationships between staff and children across the school, giving children the opportunity to approach and share concerns or worries with key staff
- A system that identifies vulnerable pupils and takes action to support such youngsters
- Alternative ways for children and young people to report bullying incidents; Circle Time, Worry Boxes, Wellbeing Questionnaires etc.
- The promotion of Anti-Bullying Ambassadors across the school
- Use of the Dojo system to award points for positive actions.

Action

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

Examples of good practice include:

- the child or young person is taken to a comfortable place with no distractions;
- the child or young person is given time to calm down and reassured that they will be listened to;
- the member of staff should confirm that bullying is never acceptable; they deserve to feel safe;
- 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 incident should be fully investigated by a member of staff, all statements and accounts should be recorded;

- the child or young person should be kept up to date with progress;
- details of the bullying behaviour and actions taken is recorded in the SEEMIS Bullying and Equalities Module;
- the member of staff should inform parents of the incident and action taken;
- following the incident, staff should ensure that the child or young person is closely monitored and supported to ensure that the bullying behaviour 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;

This policy is reinforced by our on-going focus on working with Rights Respecting Schools and raising awareness of children's rights.



Article 2 - Non-discrimination

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 12 - Respect for the views of the child

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right always applies, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 19 - Protection from violence, abuse and neglect

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

We are committed to reviewing our policy and good practice annually.

This policy sits alongside the Antonine PS Restorative Behaviour Policy and the Antonine PS Health & Well-Being Policy.

This policy was last reviewed on: 15.05.24