



Rationale

Every child has the right to learn in a caring, supportive and safe environment without fear of being bullied.

At Greenbrae School we promote a culture of mutual respect between all staff, parents and children.

Aims

- To promote an ethos of inclusion and positive behaviour and to make it clear that bullying is a form of anti-social behaviour which will not be tolerated.
- To create an open culture where pupils feel free to report possible incidents of bullying without fear of repercussion
- To equip pupils with skills which will help them to deal with bullying
- To assist the person who chooses to bully to resolve any issues they may have.

Definition of bullying behaviour

“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)

There is a difference between bullying and other hurtful behaviour and many disagreements do not constitute bullying behaviour. Bullying is not the same as falling out but ;

- It is hurtful
- It is repeated over a period of time
- It is difficult for those being bullied to stop it happening

Bullying may be verbal, social, physical, emotional or prejudice based. It may involve mobile phone texting or the internet.

Further considerations:

- There does not need to be intent
- The behaviour does not need to be persistent, but the threat can be sustained
- Bullying is behaviour and impact – never one on its own
- Bullying occurs within the context of relationships
- Bullying can be verbal, social, physical, and emotional or prejudice based; online or face to face
- It is best to avoid labelling and using terms such as ‘bully’ and ‘victim’.

Strategy and Legislation that sits behind our policy

National Priority: Inclusion and Equality

The Children and Young People's Act (Scotland) 2014 places *GIRFEC* – Getting It Right For Every Child - in statute

GIRFEC promotes action to improve the wellbeing of all children and young people underpinned by shared principles and values in line with the UN Convention on the Rights of the Child. It:

- Builds solutions with and around children, young people and families.
- Enables children and young people to get the help they need when they need it.
- Supports a positive shift in culture, systems and practice.
- Involves working together to make things better.
- *SHANARRI* - the 8 indicators of wellbeing considered the basic requirements for all children and young people to grow and develop and reach their full potential: *safe, healthy, achieving, nurtured, active, respected, responsible and included.*

The United Nations Convention on the Rights of the Child

Is concerned with the promotion and upholding of the rights of children and young people - a number of articles are relevant to these guidelines.

- Article 3 – the best interests of the child must be a top priority in all things that affect them.
- Article 12 – every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- Article 19 - Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse. and neglect by their parents, or anyone else who looks after them.
- Article 29 – education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures, and the environment.

The Equality Act 2010 places a duty on schools to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.
- The protected characteristics are;

- Age
- Disability
- Sex (Gender)
- Gender reassignment (Transgender)
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

Procedures

Each school year all staff and pupils are involved in anti-bullying activities. This may take the form of Circle Time, workshops, assemblies or art or drama. Bullying is discussed and children are made aware of what bullying is and the forms it may take i.e.: physical, verbal, exclusion, damage to property. It is made clear to pupils that everyone is responsible for ensuring bullying is not tolerated.

Pupils are made aware of the importance of speaking up about any concerns they may have. All pupils know that there are a number of adults who will listen to their concerns as well as the PSAs who are on duty each day in the playground.

Each incident of bullying is different, and there is no particular strategy that will work in every case; however, restorative approaches can help to repair relationships.

A variety of strategies are in place to combat bullying:

- All concerns treated seriously
- Positive social attitudes promoted at all times
- Children learn about rights and responsibilities
- Pupil Support Assistants supervise at breaks
- Suggestions/Concerns boxes in green area opposite servery.
- Involve the pupil who has been bullied in considering what strategies might work, and give them a voice in decisions that are made about them
- Take care not to overreact, especially to rumours that may be unfounded
- Inform parents/carers about bullying incidents at an early stage and continue to support and inform them if bullying continues
- Inform relevant staff about actions taken and keep them up to date with progress
- Keep a record of incidents and action taken
- Involve other agencies where appropriate
- Monitor the results of any actions after dealing with incidents
- Provide support for the person who has been bullying – reasons for bullying are often complex

Role of SMT

Incidents of bullying are taken seriously and investigated by the Senior Management Team. Incidents are recorded and pupils who have been bullied or have bullied others will be supported and their behaviour monitored. If serious, parents are notified of bullying incidents.

Role of the Class Teacher

- foster an ethos of inclusion in the classroom
- promote positive attitudes in the classroom and school
- involve all pupils in regular discussion of the effects of bullying
- encourage pupils to take responsibility for their own behaviour
- allow opportunities for pupils to express any concerns
- promote the ethos of a Rights Respecting School

Role of the Pupil Support Assistant

- aim to ensure each child is included
- aim to involve pupils in cooperative play
- encourage children to talk about any concerns
- treat any bullying concern seriously
- praise children when they behave well
- support P7 Buddies, Peer Mediators and Young Sports Leaders
- promote the ethos of a Rights Respecting School

Role of Parents and Carers

- Look out for potential signs of bullying such as distress, feigned illness or other unusual behaviour
- Encourage your child not to retaliate but to report the bullying
- Report the bullying to the school by phoning or e-mailing the school office

Role of Pupils

- Don't take part in any bullying activities
- Watch out for signs of bullying and report them
- Support the victim and tell a trusted adult – don't be a bystander

Useful links and resources

Childline - www.childline.org.uk - ChildLine is a private and confidential service for children and young people up to the age of 19.

Children and Young People's Commissioner Scotland - www.cypcs.org.uk - This site is for children and young people in Scotland, your parents and the adults who work with you. Here, you can learn about your rights, make your voice heard and find out who can help you live a safe and happy life.

Respectme - www.respectme.org.uk/ - We work with all adults involved in the lives of children and young people to give them the practical skills and confidence to deal with children who are bullied and those who bully others.

See Me - <https://www.seemescotland.org/> - See Me is Scotland's programme to tackle mental health stigma and discrimination. We are funded by the Scottish Government and Comic Relief, and managed by SAMH and the Mental Health Foundation.

Stonewall – www.stonewall.org.uk - We will work with all organisations to ensure they offer inclusive, equal and inspiring environments for lesbian, gay, bisexual and trans people.

Unicef Rights Respecting Schools - www.unicef.org.uk/rights-respecting-schools/ - The Rights Respecting Schools Award is a Unicef UK programme that aims to put children's rights at the heart of schools in the UK. We work with thousands of schools across the country to embed children's rights in their ethos and culture to improve well-being and develop every child's talents and abilities to their full potential.