

St David's RC Primary and ELC Setting Anti Bullying and Equalities Procedure

January 2020

PURPOSE

This exists to protect all children, young people and staff within St David's learning community from all forms of unacceptable behaviours by other children and young people. The emotional health and wellbeing of all children is at the heart of achieving these outcomes, ensuring our children have the best start to life and are ready to succeed and to become

- Successful learners
- Confident individuals
- Responsible Citizens
- Effective contributors



This procedure is regularly reviewed and will continue to be revised and updated following consultation with staff, parent/ carer and pupil focus groups, including our P7 House Captains.

OUR VALUES AND BELIEFS

At St David's RC Primary and ELC Setting we expect all pupils, staff and families to show safe and respectful attitudes to citizenship. St David's works hard to enable all to flourish.

All staff in St David's Primary School and ELC Setting believe that all children are entitled to an education of the highest quality which is relevant and challenging; set in a safe, secure, nurturing environment. We aim to promote positive behaviour and early intervention from the outset. This works begins in our ELC setting and is built upon throughout the primary years.

We promote the highest levels of citizenship so that the children can go forward with an independent joy of learning and skills that will serve them for life. We believe a whole school positive behaviour management approach is essential for effective teaching and learning.

At St David's we expect and enable our children to be **ready, respectful** and **safe**. We provide regular, planned opportunities for the children to develop their readiness for learning and regularly ask the children to reflect on their progress and create achievable next steps to work towards.

A St David's Learner is...		
READY	RESPECTFUL	SAFE
is on time and ready for learning	shows care and respect for others and own property	follows the rules and expectations of the school
can talk about learning	shows care and consideration towards others	makes good choices
shares details of learning and next steps using SeeSaw	works well with a partner/ small group	reports any problems to an adult
is well prepared for learning with the necessary items e.g. gym kit	uses appropriate language and tone	keeps hands, feet, objects and inappropriate comments to self



listens carefully and follows instructions	demonstrates a positive attitude	understands safe and unsafe choices
has a positive attitude towards learning and gives his/ her best	acts as a positive role model for our school community	treats others fairly

At St David’s Primary School and ELC Setting our aim is to create a learning community where we:

- ✓ all have the right to learn and work in a safe environment and are treated fairly and with respect
- ✓ are all responsible for supporting the rights of others and ourselves
- ✓ create a climate where everyone can learn and achieve
- ✓ some rewards and sanctions help us to take responsibility for our mistakes and support us to make the right choices in future
- ✓ are able to take responsibility for our mistakes and are given support to make the right choices in future, free from judgement or bias
- ✓ collectively take responsibility for building confidence among children by showing empathy and understanding.

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 (whether intended or not)
- 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 (this may include racism, sexism, disability or homophobia, as well as differences in socio-economic background)

Online bullying or ‘cyberbullying’ will not be treated any differently; it is still about behaviour and impact. The behaviour is the same but it takes places online, usually on social networking sites and online gaming platforms, and can include people being called names, being threatened or having rumours spread about them. We will address online bullying in the same way as the behaviours described above. Often events occur out with school. Although we cannot address these incidents in isolation, we will take action when this impacts on the school learning environment and peer relationships in school.

EQUALITIES

We use the legal definition of ‘equalities’, which gives protection to people who have specific characteristics. 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.

RESPONSIBILITIES

The Head Teacher is responsible for the introduction and implementation of this procedure. However, all staff, all pupils, parents/ carers and wider members of our school community must play an active part in the development and maintenance of the procedure and its success. Teachers and support staff are expected to be proactive, to treat all allegations seriously, to address them accordingly and to refer reports of incidents to other staff, 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 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 records
- inform a member of the Senior Leadership Team of instances of bullying and actions taken

Parents/ carers can help by

- supporting the anti-bullying procedure and the school's approach to addressing identified issues
- 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 they are being inappropriately used to help to establish anti-bullying culture outside of school
- taking screen shots of any cyber bullying incidents and reporting to the appropriate body e.g. Police Scotland
- speaking to an appropriate member of staff if they have concerns about bullying of their child or another child/ children in a calm and appropriate manner
- not approaching another child/ children or parent/ carer as this can be confrontational and result in further difficulty
- refrain from using social media to communicate views about bullying in line with our Digital Citizenship responsible use policy
- speaking to the Head Teacher if their concerns continue following school staff's intervention
- making use of Midlothian's Customer Complaint Procedure if concerns continue following the Head Teacher's intervention

CONCERNS AND FEEDBACK

We recognise that there may be times when parents/ carers feel that we have not dealt with an incident of bullying or wider community issue. We ask that if a parent/ carer feel that the incident/ issue has not been fully resolved to their satisfaction then this should be brought to the Head Teacher's attention. If the Head Teacher cannot resolve these concerns informally, parents/ carers can raise their concerns more formally through Midlothian Council's Customer Complaint Procedure.

The school is also pleased to receive compliments and feedback from parents/ carers when things have been resolved/ gone well.

COMMUNICATING THIS PROCEDURE

We promote our anti-bullying procedure throughout the session. The procedure remains under regular review and is published on our school website. We have an up to date display in the school advising pupils how they can report bullying or seek confidential help. The procedure is also underpinned by our curriculum and through whole school assemblies.

EVALUATING AND REVIEWING OUR PROCEDURE

We evaluate the effectiveness of this procedure on an annual basis, reviewing the number of incidents that are reported alongside the attendance, exclusions, attainment and achievement of pupils.

Pupils' perceptions and experiences of bullying are reviewed through questionnaires and regular informal discussion. The feedback received from parents/ carers is also taken into consideration.

The procedure is formally reviewed every three years.

PROCEDURES



PREVENTION

By promoting a positive school with regards to bullying, rights, equalities and health and wellbeing, we hope to prevent instances of bullying taking place.

- displays are regularly updated and used to remind pupils that bullying and discrimination are not acceptable
- displays inform pupils what to do if they or someone they know is being bullied
- regular surveys and focus groups are carried out to evaluate ethos and health and wellbeing in school
- our programme of assemblies raise awareness of bullying behaviours, bullying prevention and supports available for victims of bullying
- our curriculum raises awareness of bullying behaviours, bullying prevention and supports available for victims of bullying
- we work with other agencies and partners in education, health, Police Scotland the third sector to promote a positive ethos (this also includes working with organisations included SCES, Respect Me and Think You Know)
- ELC to Primary 1 transition is a robust process with buddying opportunities provided to support younger pupils
- Primary 7 to S1 transition programmes are robust with systems in place to support pupil wellbeing
- ELC children are supported by Primary 6 buddies
- learners moving in to the school catchment and transitioning in to a year group are supported to establish positive peer relationships and provided with pastoral support where required
- pupil, staff and community wellbeing is a central focus to school improvement
- our staff are supported to access professional development opportunities which increase their awareness and understanding of bullying, prejudice and discrimination and restorative practice

Our curriculum is used to

- teach discrete lessons which raise awareness of bullying behaviours, bullying prevention and supports available for victims of bullying
- increase knowledge of children's rights and responsibilities as Responsible Citizens
- provide regular opportunities for pupils to self-evaluate and reflect on their readiness for learning, identifying strengths and next steps in themselves as a St David's learner (ready, respectful and safe)
- provide age-appropriate reading materials and resources which provide a balanced diversity including ethnic minorities and people with additional support needs
- 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 pupil participation as Effective Contributors
- build resilience and empathy in young people as Confident Individuals
- provide quality, timely support and interventions to individuals who require additional support to self-regulate and manage their emotions
- provide opportunities to share views and address issues in a positive, solution, restorative manner

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.

Some 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 for Learning interventions and inputs to boost confidence and provide support
- consequences for actions, including loss of privileges
- assessment of additional support needs for person being bullied or person bullying



- involvement of other agencies and partners in education, health, Police Scotland and third sector where appropriate
- referral to specific support services such as Psychological Services, CAMHS, Children's Services, Inclusion and Wellbeing Service where appropriate
- 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 considered as a last resort

Our support to pupils who are bullied or discriminated against

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

Our work with pupils who bully others

- we interview the pupil/ pupils involved in bullying separately
- we listen to their version of events and talk to anyone who may have witnessed the bullying
- we reinforce the message that bullying is not acceptable, and that we expect it to stop; we seek a commitment to this end
- we affirm that it is right for pupils to let us know they are being bullied
- we consider whether other referrals (e.g. CAMHS, therapeutic input)/ supports are required
- we advise pupils responsible for bullying that we will check to ensure the bullying stops
- we ensure that those involved know that we have done so
- when bullying occurs, we aim to contact the parents of the pupils involved at an early stage
- we follow up after incidents to check that bullying has not started again in any form (for example if someone else has been encouraged to take over the intimidation)
- 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 should report this to any member of staff or the class teacher or Head Teacher
- pupils who see others being bullied should report this to any member of staff or the class teacher or Head Teacher
- all members of staff who receive reports that a pupil is being bullied should report this to a member of the Senior Leadership Team having thoroughly investigated the nature and extent of the issue. All instances should be recorded on the electronic class Bullying Log and a Communication Sheet should be completed and passed to the school office detailing information relating to the investigation and handling of an incident, including communications with the children involved and their families
- the Head Teacher will share relevant and proportional information as appropriate
- the Head Teacher will maintain the appropriate records within the Bullying and Equalities module within SEEMiS. The nature of the incident and motivations are recorded along with actions taken
- 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

ONLINE BULLYING OUTSIDE THE SCHOOL PREMISES

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



- direct concerns to Children's Services or Police Scotland if appropriate

Although we cannot address these incidents in isolation, we will take action when this impacts on the school learning environment and peer relationships in school.

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. We are committed to working with our school community to enable all to flourish and will always seek to overcome barriers.

PARTICIPATION

We actively encourage all our young people to participate in school and extra-curricular activities and take positive action to make sure that the diverse school population is represented, consulted and included in activities, surveys and pupil participation groups. When reviewing and evaluating the impact of our work, we give due regard to all protected groups and ensure their needs are being met in a supportive and responsive way.

GATHERING AND MONITORING INFORMATION

- we are committed to developing measures for monitoring the achievements of our care experienced pupils and pupils with additional support needs
- we examine our annual records of incidents and survey information
- we use information from our 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