

# Carradale Primary School and ELC

## Anti-bullying Policy



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# Anti-Bullying Policy

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## Overview

This policy reflects [Argyll and Bute's Anti-bullying Policy](#) (Revised and Updated, June 2019), [Respect for All – The National Approach to Anti-bullying for Scotland's Children and Young People](#) (2017) and the wider policy context in Scotland.

Wider consultation with school stakeholder groups is required during the 2020/21 session, involving pupils, parents and staff in order to review, refine and embed the policy.

The policy will subsequently be reviewed on a three-yearly basis and following any further reviews of Argyll and Bute's Anti-bullying Policy.

## Our principles and values

Argyll and Bute Council is committed to providing a safe and supportive environment for all people at Carradale Primary School. We aspire to be a safe learning community which ensures all pupils are supported, nurtured and feel included. We promote and celebrate differences by respecting the beliefs and opinions of others and build positive relationships and behaviour so that bullying is seen as unacceptable behaviour.

All members of our school community are responsible for implementing it so that every child has the opportunity to reach their full potential.

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.

As a rights respecting school we uphold children's rights and are aware that bullying is a breach of the [United Nations Convention on the Rights of the Child](#):

- 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 **togetherness, respect, individuality and kindness**. 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.

## What is bullying?

In Scotland, bullying is defined as:

“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.”

*(respectme, 2017)*

The national body, ‘Respect Me’ outlines some bullying behaviours as:

- name calling, teasing, putting down or threatening remarks
- racist, homophobic, biphobic, transphobic or sexist remarks
- hitting, tripping , pushing or kicking
- taking and damaging belongings
- ignoring, excluding or spreading rumours
- sending abusive messages electronically (via text, email or social networking sites. Online bullying is treated the same as face-to-face bullying.
- making people feel like they are fearful of bullying behaviour
- targeting someone because of who they are or perceived to be
- when a child feels hurt repeatedly as a result of an action by another/others

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

All members of the school community should be aware that every individual has a right to be respected as an individual, considered of equal value and be given equal opportunities, particularly in relation to nine protected characteristics cited in The [Equality Act, 2010](#) (these can be found in appendix 1) any bullying related to these characteristics is considered unacceptable.

It is crucial to take into account the impact that bullying behaviour has on a child or young person. The impact an incident has on a child or young person is more important than whether it is classified as bullying. Bullying is a behaviour which

leaves people feeling helpless, frightened, anxious, depressed or demeaned. Actions can affect people in different ways and this should be taken into consideration.

## **Prejudice - based Bullying**

Staff at Carradale will challenge prejudice-based language and behaviour and provide role modelling of appropriate responses and support. They recognise that 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, bi-phobic and trans-phobic bullying

Racist Bullying

Disablist bullying

Bullying and Body Image

Bullying: Sectarianism Religion and Belief

Sexism and Gender

Bullying based on economic status

Bullying of Care-experienced (Looked After & Accommodated Children) and Young Carers

Bullying of children and young people from the travelling community

Definitions for the above can be found in Appendix 2 or you can find out more about prejudice-based bullying at: [www.respectme.org.uk/bullying/prejudice-basedbullying](http://www.respectme.org.uk/bullying/prejudice-basedbullying).

It is important to note that identifying some of these bullying behaviours does not always mean that bullying has definitely been displayed. At Carradale we know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children have the ability to bounce back from this type of behaviour. Staff will always investigate to establish the patterns and impact of the behaviour'.

## Strategies to prevent bullying

The following approaches are used within our school to prevent bullying behavior:

- Promoting the [United Nations Rights of the Child](#)
- All children are listened to and valued and emphasis is placed on dealing with the behaviour rather than assigning blame to a child.
- Childline (information for pupils)
- A respectful environment is at the core of successful learning and this is developed consistently throughout the school
- Respect Me (national body on whose [Respect For All \(2017\)](#) policy much of this statement is based)
- Health and Wellbeing is a responsibility of all staff and is part of core teaching
- Building a caring ethos within our school based on Respect
- Encouraging Responsible Citizenship (curricular activities, leadership roles)
- Peer Support (this is encouraged at all stages)
- Positive relationships are encouraged where all children are included
- Buddying
- Workshops (NSPCC, visiting theatre groups, Anti-bullying week)
- Internet Safety Training
- [Curriculum for Excellence](#) - promoting positive roles within society and developing four capacities to become successful learners, confident individuals, responsible individuals and effective contributors
- Our school values
- The school will work with parents and carers to ensure there is a wide understanding of the school policy and practices and will encourage parents/carers to adopt and model a respectful attitude as well as teachers and other school staff.
- SHANARRI indicators are shared with the pupils to ensure we [GIRFEC](#)

## Strategies to respond to bullying

Anti-bullying is the responsibility of all staff, parents/carers and pupils. Everyone in our community has the responsibility to report bullying behaviour and not to display it. Suspected bullying behaviour within the school should be reported to a member of staff.

If an incident of bullying is reported, we follow these steps:

All children involved will be treated with respect and listened to by teachers

It is investigated by the Head Teacher or, initially, a promoted member of staff. The Head Teacher or promoted member of staff liaise with the class teacher. The Head Teacher may be required to carry out further investigation.

The pupils are actively involved in discussions as appropriate to the situation. Mediation, through the class teacher or a promoted member of staff, and a programme of social skills may be appropriate for all pupils involved.

At every opportunity the child is involved in working out the next step

The incident is recorded electronically in pastoral notes within the SEEMiS system and also in the *Equality Module* in SEEMiS (see chapter 3 of [Argyll and Bute's Anti-Bullying policy](#))

Parents of both parties may be informed. The Head Teacher will decide on an individual basis based on the impact of the behaviour when it is necessary to inform and consult with parents

The pupils are monitored for future incidents. Staff need to be aware that even when the bullying incident is resolved, the impact may still be felt and need long-term monitoring and support (See appendix 3)

If there is a repeated pattern of bullying behaviour, parents are requested to discuss next steps with the Head Teacher. External support agencies may be contacted.

Anti-bullying practices do not come in 'one size fits all.' Each bullying incident will be reviewed individually and a number of different practices may be adopted before finding one that is effective.

## **Expectations and responsibilities**

### **The Role of the Head Teacher:**

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher provides reports about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments.

The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Head Teacher responds to any request from a parent to investigate incidents of bullying. In all cases, the Head Teacher will conduct an investigation into the case and to report back to parents.

### **The Role of Other Staff Members:**

Teachers and members of staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

If teachers and members of staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head Teacher, the teacher informs the child's parents.

All incidents are logged on SEEMiS as per authority guidance and incidents are monitored for patterns of behaviour.

If members of staff become aware of any bullying taking place between members of a class, we deal with the issue immediately, following the school's anti-bullying strategies (as outlined above).

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **The Role of Parents/Carers:**

Parents who are concerned that their child might be being bullied, or who suspect that their child perhaps may be the perpetrator of bullying, should contact their child's class teacher, the Principal Teacher or the Head Teacher, immediately.

Parents have a responsibility to support the school's anti-bullying policy and to



actively encourage their child to be a positive member of the school.

**The Role of the Pupils:**

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

**The Role of Partner Agencies:**

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.

## **Recording and monitoring**

The recording and monitoring in SEEMis will be used for evaluating progress in dealing with bullying and prejudice-based bullying incidents which relate to protected characteristics. The Equality Module on SEEMIS (see appendix 3 of [Argyll and Bute Anti-bullying policy](#)) allows for this data to be gathered and analysed at both school and Local Authority level when the templates are populated.

Recording, monitoring and evaluation on bullying is on-going and is carried out in various ways at Carradale:

Recording of bullying incidents or concerns at a central point.

Regular discussions between Head Teacher, Principal Teacher and staff, monitoring pupil relationships and interactions.

Involving pupils in discussions about relationships and bullying as part of the Health and Wellbeing curriculum with particular reference to the GIRFEC Shanarri well-being indicators.

Involving pupils in discussions about their roles and responsibilities in the school through pupil committees.

This policy is monitored regularly by the Head Teacher and promoted staff and will be reviewed every three years and following any revisions to Argyll and Bute's Anti-bullying Policy.

## Appendix 1- Protected Characteristics

The [Equality Act, 2010](#) supports progress on equality, particularly in relation to nine protected characteristics these are:

- Appearance
- Ability/Disability
- Ethnicity
- Gender
- Social background
- Belief
- Age
- Marital status
- Nationality/Citizenship
- Sexual orientation
- Child protection.

## **Appendix 2 - Prejudice- based Bullying definitions**

### **Homophobic, Bi-phobic and Transgender Bullying**

Homophobic, Bi-phobic and Transgender bullying behaviour is mainly directed towards young people who have identified as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. Bullying behaviour can also be directed at young people who are perceived to be different for not conforming to strict gender norms. Ultimately, any young person can experience homophobic bullying behaviour and any young person can display homophobic bullying behaviour if negative attitudes, language and behaviour remain unchecked.

### **Racist Bullying**

Racist bullying is a term used to describe prejudicial bullying based on someone's race or ethnicity or someone's perceived race or ethnicity. Children from ethnic minorities are more likely to experience bullying behaviour. The impact of racist bullying can go far beyond the individual person. This bullying behaviour can impact on their family and others perceived to be from the same or similar group. For example, children and young people from Gypsy/Traveller communities frequently report racial bullying behaviour. Racist bullying can take a variety of forms. Verbal abuse includes name calling, offensive mimicry of accent and/or pretending not to understand what is said. Mockery and mimicry may extend to dress, religious observance, diet and country of origin or perceived country of origin.

Non-direct bullying behaviour may include graffiti, vandalism of property, flaunting of racist badges, slogans, leaflets etc.

### **Disablist bullying**

Disablist Bullying is the term used to describe the bullying behaviour of someone based on their physical, mental or learning disabilities or perceived disability. Nearly all children and young people with a learning disability are bullied.

People who display bullying behaviour may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying behaviour.

Some children and young people may also experience mockery of their specific disability or disabilities: mockery of their contribution to work or play and refusal by other children to work, play or interact with them.

Low self-esteem often found in children and young people with disabilities can lead them to make friends with people who exploit them, and who, in reality, aren't really 'friends' at all. This lack of confidence may also mean that they get hurt more easily and are less resilient in relationships with other children. In turn, there is a risk that

the outward signs of bullying – a change in behaviour, low mood, disheveled clothing or bruises – may not be picked up by adults as an indicator of bullying behaviour.

### **Bullying and Body Image**

Bullying behaviour on the grounds of body image/size/obesity is one of the most prevalent forms of prejudice-based bullying. Recently, the level of such bullying has been exacerbated by national concerns about rising levels of obesity. The media's constant reinforcement of concerns about body image/size/obesity and the trivialisation of these issues is a key factor related to this problem.

Body image is hugely important to children and young people and bullying because of body image can have a real negative impact. The impacts of bullying behaviour on the grounds of body image can manifest in the development of poor eating habits and eating disorders.

### **Bullying: Sectarianism Religion and Belief**

Bullying based on religion is directed against individuals and groups because of their actual or perceived religious belief or their connection with a particular religion or belief. For example, someone may be targeted because of the religion of a friend or family member, or because they are wrongly assumed to belong to a particular faith community, due to their appearance. As well as religious intolerance and bullying behaviour between one faith against another, bullying behaviour can also occur because of differences (or perceived differences) between different denominations or sects within the same faith, e.g. between Catholic and Protestant Christian. Sectarianism and religious intolerance put children and young people at greater risk of bullying directly and indirectly.

### **Sexism and Gender**

Gender stereotyping based on the notion of acceptable and unacceptable male and female behaviour can leave children and young people who do not conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. For example, boys portraying compassionate and sensitive characteristics and girls who are seen as being assertive and loud can lead to bullying, questioning and targeting of their gender.

### **Bullying and Care Experienced Children and Young People**

Children and young people who are Care Experienced are vulnerable to bullying behaviour for a number of reasons. This can be due to regular changes in schools or care placements which can make forming friendships difficult, poor relationships skills stemming from attachment difficulties, inappropriate reactions to situations as a result of learned behaviours, a reluctance to make friends, low self-esteem, lack of role models and a heightened sense of the need to preserve privacy.

Looked after and accommodated children and young people may have very similar experiences of bullying behaviour to other young people, but often the bullying behaviour will focus directly on the fact that they are looked after.

### **Bullying and Young Carers**

The lives of young carers can be significantly affected by their responsibility to care for a family member. Young carers may find themselves being bullied because of the differences or perceived differences in their family circumstances.

## **Appendix 3 – Signs and Impacts of Bullying**

### **What are the possible signs of bullying to be aware of?**

- Changes in mood and behaviour
- Increased anxiety
- Scratches and bruises that can't really be explained
- Child doesn't want to go to school or has trouble with schoolwork
- Changes in the route that is taken to school
- Torn or damaged clothing
- Child doesn't want to go out and play with friends
- Unexplained head or stomach pains
- Easily upset, unexplained tears or ill-tempered behaviour
- Fear or alarm when text messages/emails are received
- Spending more time online or changing online behaviour

### **What are the possible impacts of bullying?**

- RAW – children might try to Resist it, Acquiesce, Withdraw
- ANTICIPATION of something bad going to happen
- Changes to school attendance
- Eating disorders – too much/too little
- Violence towards others
- Self-harm
- Depression
- Limited aspirations
- Bullying behaviours

### **What are the impacts of bullying behaviour on families?**

- Stress
- Anxiety
- Guilt
- Anticipation
- Strained relationships
- Helplessness
- Concerns regarding authority figures or establishments (lack of trust)
- Aggression in the household

### **What are the impacts of bullying on the school and staff?**

- Relationship difficulties
- Undermining positive ethos and practice
- Group working difficulties

- Inhibit learning
- Inhibit group dynamics
- Lack of attendance
- Pressure on support services

**What are the cultural pressures on children?**

- Bullying behaviour celebrated in the media
- Difficulty in promoting pro social behaviour
- Negative messages in the media
- Negative role models
- Blame culture – everybody out for themselves
- Sectarianism
- Widespread use of internet and having mobile devices from a young age



## **Appendix 4 - Useful Links**

[Our children, their mental health and wellbeing](#)

[Our Children, Their Future](#)

[Argyll and Bute anti-bullying policy](#)

[Respect for all](#)

<https://www.argyll-bute.gov.uk/qirfec>

<http://www.respectme.org.uk/publications.html>

<http://www.antibullying.net/parentsfamilies.htm>

<http://www.kidscape.org.uk/>

<http://www.childline.org.uk/explore/bullying/pages/bullying.aspx>

<http://www.tessaproject.co.uk/>

<http://ceop.police.uk/>