

Sandwood Primary School



Anti-Bullying Policy





SANDWOOD PRIMARY SCHOOL

Anti-Bullying Policy

Background

All children/young people in Glasgow's Educational Establishments have an entitlement to work and play in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination.

A Standard for Pastoral Care in Glasgow Schools

This entitlement is in accordance with achieving the key outcomes for Scotland's young people i.e. that they should be safe, nurtured, healthy, achieving, active, respected, responsible and included as well as with the principles of a Curriculum for Excellence in supporting the development of the 4 capacities i.e. Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Definition

Respect For All is the national approach to anti-bullying for Scotland's children and young people. It is national guidance published by Scottish Government for practitioners and others working with children and young people and aims to build a coherent and consistent approach to anti-bullying across Scotland. It contains an agreed definition of what bullying is.

All Local Authorities and organisations working with Children and Young People use this definition.

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, 2015)

Cyber bullying – *Cyber bullying is the term used to define bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites. Texts, messages or images are sent or posted on sites, which hurt, intimidate or embarrass another person. Cyber bullying is not carried out face to face and people often don't know the identity of the person targeting them. However cyber bullying is no different from any other forms of bullying; the behaviour is the same and the impact is no less devastating. Advances in technology are simply providing an alternative means of reaching people-where malicious messages were once written on school books or toilet walls, they can now be sent via mobile phone or the internet.*

Respectme.org.uk Scotland's Anti-Bullying service

Cyber bullying will be treated in the same way as any other form of bullying.

Updated August 2019 FD / HT



Sandwood's Mobile Phone Policy

It would be inappropriate to introduce an outright ban on mobile phones, since many families, young people and children regard these as essential means of communication. However, while mobile phones can continue to be brought into Sandwood there have to be strict limitations on their use.

All mobile phones brought into school by pupils must be switched off, on entering the school premises and not turned back on again until leaving the premises.

Phones that are found to be switched on, or being used, without permission of staff, will be confiscated and returned at the end of the school day.

Sandwood's Statement of Commitment and Policy Principles

Bullying behaviour will not be tolerated in Sandwood Primary. Sandwood is committed to the following key principles:

- Setting an ethos which places an emphasis on respecting, valuing and caring for self and others;
- establishing a climate where all members of the school community, irrespective of age or status, promote and display positive behaviours and values;
- putting in place a robust anti-bullying policy in Sandwood.
- taking seriously any report or allegation of bullying behaviour, investigating and taking appropriate action;
- ensuring that staff, children and parents are fully conversant with the requirements of Sandwood's anti-bullying policy and that its terms and implications are discussed and reviewed on a regular basis;
- providing support for children who are experiencing bullying behaviour;
- helping the person displaying bullying behaviour to understand the impact of their behaviour and supporting them as they change their behaviour;
- involving parents/carers as appropriate, in supporting both children who are bullied and those who are displaying bullying behaviour;
- ensuring procedures are in place for maintaining a record of any report or allegation of bullying behaviour;
- maintaining quality assurance procedures to monitor the effectiveness of the policy and reviewing as appropriate.

The above will be supported by:

- providing opportunities for peer support initiatives which promote skills of responsible citizenship
- providing appropriate staff training in recognising and dealing appropriately with acts of bullying;

- ensuring that children who have experienced bullying behaviour, receive appropriate support and protection from further abuse
- including anti-bullying education within the Religious Education and Personal, Social and Health Education curriculum for all young people as well as through cross curricular and whole school approaches.
- addressing anti-bullying through, for example, circle time and co-operative learning methodologies

Recording

To ensure consistency across all Glasgow establishments sustained / persistent incidents of bullying are recorded by the head teacher /depute head teacher on the Health & Safety online reporting system. This form is submitted by the Head Teacher to Glasgow City Council and this is monitored by both the establishment and Glasgow City Council. These incidents are also recorded on the SEEMIS Recording System in the Bullying and Equalities Section.

Anti-Bullying Policy in Glasgow

Rationale

Our Aim at Sandwood is:-

Dream, Believe, Achieve Together

This is underpinned by our Vision for our Pupils:

To promote a nurturing, inclusive ethos with high expectations, where everyone has the right to achieve, be respected, valued and celebrated.

Our Values underpin our Vision and help us achieve our Aim:

Resilience

Effort

Success

Positivity

Equality

Caring

Teamwork

The positive ethos of our school emphasises that Bullying Behaviour in any form is unacceptable. The perpetrator(s) may not always realise that such actions are unacceptable. All alleged bullying incidents must be treated with discretion and sympathy. It is important that all pupils are listened to, and supported, as early as possible with regard to alleged incidents.

Our school values help children to develop positive interpersonal skills and to utilise restorative approaches for conflict resolution.

We will continue to make Sandwood Primary School a safe, happy and healthy place to be.



Aims

- To ensure that all pupils are listened to, and supported, as early as possible with regard to alleged incidents of bullying behaviour.
- To inform parents immediately where circumstances merit further investigation.
- To take action according to the facts of each incident. Parents should ensure that their children are confident in reporting to staff any incidents of bullying behaviour.
- To discourage “Hitting Back” this will only get the child into trouble as well as complicating the investigation of the original incident.

Whole School Strategies and Curriculum Links

Whilst recognising that we are developing the four capacities outlined in A Curriculum for Excellence, the following curricular areas are of particular relevance:

- Health and Wellbeing/Citizenship (Circle Time, Bounce Back, Glasgow Health Pack, Citizenship and the Law Pack, SHRE)
- Enterprise Education (Anti-Bullying Campaigns)
- Drama – Role Plays/ Making Films/Short Adverts

Other Whole School Strategies include:

- Display of School Rules, Vision, Values, Aims and Motto throughout the school.
- Class/School Assemblies.
- Provision of playground games with adult supervision and planned activities at lunchtimes and playtimes.
- Reward strategies ‘Good to be Green’ / House System.
- Senior Pupils Buddying/Monitoring.
- Regular discussions at Pupil Council Meetings / Rights Respecting Schools Group
- Display of Health/Anti-Bullying posters throughout the school and visits, including some from Childline/NSPCC/Y Girls/Building Resilience.
- Peer Support for primary 7 pupils. (P7-S1 transition)

- Health Promoting Schools group/Eco Committee / Fairtrade (Termly newsletters)
- Use of Restorative Practices to resolve incidents and create solutions.

Working in partnership with parents we aim to:

- Continue to foster strong links by creating a wide variety of opportunities to involve our parents i.e. accompany Classes on trips and outings, Class workshops/Displays of knowledge and generally keeping parents informed and involved in any other aspects of school life. (Parents accompanying classes on visits must be Disclosure Scotland Checked)
- Continue to raise awareness about any anti-bullying initiatives within Glasgow City Council and Sandwood Primary.
- Inform Parents via inserts in School Handbook/ Regular Newsletters/School Improvement Plan/Standards and Quality Report and School Website.

Roles and Responsibilities

Head teacher/DHT / Principal Teachers

- To support the policy and ensure a whole school approach to it.
- To support staff in raising their awareness of anti-bullying initiatives in their professional development.
- To fill in the appropriate paperwork.
- To monitor and evaluate the policy regularly.
- To provide support and guidance for all Teachers, Pupil Support Assistants and Parents.
- Use Restorative Approaches to investigate incidents.

Class Teachers

- To involve the children fully in a whole school approach to anti-bullying. This should permeate through curricular areas and through the general classroom/school ethos.
- To be responsible for recognising bullying behaviour, listening to children and taking appropriate action by monitoring the situation closely and if a situation escalates or is prolonged in any way - the class teacher should report the alleged bullying behaviour to a member of the Management Team.
- To keep records of any alleged bullying behaviour within their own class.
- To look for and recognise opportunities in which the anti-bullying message can be reinforced i.e. always referring to class rules, school rules and in a wider sense, developing the four capacities outlined in A Curriculum for Excellence.
- Use Restorative Approaches to investigate incidents.

Support for Learning Workers

- To report any alleged bullying behaviour, witnessed either in the classroom or in the playground, to a member of the Management Team.
- To take part in anti-bullying training/Promoting Positive Behaviour workshops in order to raise awareness of bullying issues and to develop skills in dealing with such issues.
- Use Restorative Approaches to investigate incidents.

Publications/Websites Consulted

- The Journey to Excellence - HMIE
- How Good is Our School (3)
- Learning and Teaching Scotland
- www.respectme.org.uk (Scotland's Anti-Bullying Service)
- Glasgow City Council Anti-Bullying Policy
- Improving Scottish Education – HMIE
- Bounce Back / Your Body Matters/Glasgow Health Pack/Citizenship and the Law Pack
- www.bullying.co.uk
- www.beatbullying.org
- Bullying in Scotland 2014
- Respect for All - A National Approach.