St Clare’s Primary School

‘All Together Every Day, Partnership in Every Way’



**Anti-Bullying Policy**

**2023-2024**

*“It is important to ensure that the ethos of anti-bullying is embedded in day to day practices and the message that bullying is never acceptable is always prevalent and continuously reinforced.”*

**A National Approach to Anti-Bullying for**

**Scotland’s Children and Young People (2017)**

*“Bullying behaviour is never acceptable within Glasgow City Council’s schools/centres. All children and young people 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.”*

**Every child is included and supported: Getting it right in Glasgow, the Nurturing City: Anti-bullying**

**Rationale**

Young people’s health and wellbeing is at the core of A Curriculum for Excellence. In St Clare’s Primary School, all staff members are committed to ensuring that all pupils feel safe, happy and valued, as outlined in our school’s vision statement:

*“Our vision is to be an excellent school where everyone feels safe, happy and valued and everyone can be the best they can be.”*

**St Clare’s Primary School Vision, taken from PPB Policy 2016.**

Bullying can have short and long-term effects on the physical and mental wellbeing of children and young people and can negatively impact upon their aspirations, confidence, relationships and quality of life. In St. Clare’s Primary School we believe that our pupils have a right to learn in a supportive, safe and caring environment and should not have to live with the fear of being bullied.

We promote a zero tolerance approach to any evident/alleged bullying behaviours and in doing so, pupils, parents and carers will know and understand that any complaints of bullying will be dealt with firmly, fairly and promptly. This approach is applied rigorously and consistently to ensure everyone in the St Clare’s community feels valued, listened to and supported, regardless of race, ethnicity, gender, faith or religion, sexual orientation or any disability a young person may have.

Although St Clare’s Primary School has a duty to offer an education based on the values and teachings of the Catholic Church, our school community actively welcomes children and families of any faith, and of no faith at all; the personal conscience and religious convictions of individual pupils and their families are acknowledged and respected at all times. St Clare’s Primary School is wholeheartedly committed to communicating Catholic social teaching and to challenging and addressing discrimination in whatever form it might manifest itself within our school community. **Differences will never be a barrier to adults feeling welcome in our school or playing a full and active role in the life and work of our school.**

**Aims of this Policy**

These Anti-Bullying guidelines:

* Promote a culture of openness where all members of our school community are equipped with the appropriate knowledge, skills and resilience to recognise, prevent, respond to and reduce bullying behaviour in line with Glasgow City Council’s Every child is included and supported: Anti-bullying Policy and national guidelines.
* Make clear our aspiration to eliminate bullying behaviour in all its forms.
* Emphasise our belief in mercy, forgiveness and an individual’s capacity to change, which underpins the way in which St Clare’s deals with those who show bullying behaviour.
* Help ensure our Catholic ethos is not empty words but is manifest in genuine actions of love, tolerance, inclusion and respect amongst all members of our school community.

**School Ethos**

In St Clare’s Primary School, academic and co-curricular activities take place with a strong focus on the Gospel values. As a Catholic school, we strive to promote Christ’s command to “love one another, as I have loved you.” (John 13:34) where this love means putting others first (Mark 9:35). A clear code of conduct which emphasises our high standards and expectations is shared with all pupils through class lessons and whole school assemblies.

A welcoming and warm ethos is evident throughout our school, from reception to each classroom and we strive to ensure that pupils, parents and partners feel valued and respected.

Pupils throughout our school have regular opportunities to contribute to this positive ethos through:

* Circle time activities using Jenny Mosley’s resources
* House Meetings with P7 pupils leading discussions
* P7 Buddies programme
* Peer Mediators programme delivered by Educational Psychologists and supported by HT and DHT
* Anti-Bullying assemblies
* School Promoting Positive Behaviour Policy and Discipline book
* Posters and information for pupils and parents/carers
* Participation in the Rights Respecting Schools programme.

This goes hand in hand with the articles of the United Nations Convention on the Rights of the Child.

**United Nations Convention on the Rights of the Child (Legal Framework)**

All children and young people have rights as outlined in the United Nations Convention on the Rights of the Child, sometimes called UNCRC. This included the right to a childhood, an education, to be treated fairly, to be listened to, and to be as healthy as possible. These rights are reflected in the policies and legislation of the Scottish Government and in turn, shapes our Child Protection, Safeguarding and Anti-Bullying Policies.

**What is bullying?**

The Scottish Government defines bullying behaviour as behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated. Bullying is **behaviour** and **impact** – these cannot be separated.

* Bullying behaviours may, but not always, include:
* Name calling, teasing, put-downs or threats.
* Hitting, tripping, pushing, kicking or shoulder barging.
* Belongings being taken or damaged.
* Ignoring or leaving people out or spreading rumours about another person.
* Abusive messages sent electronically.
* Behaviour which makes children and young people feel that they are not in control of themselves.
* Targeting children or young people because of who they are/who they are perceived to be.

These behaviours can harm children and young people physically or emotionally. The behaviour may not be repeated, however the threat may be sustained over time through actions, looks, messages, confrontations, physical interventions or the fear of these. This list is not exhaustive and other bullying behaviours may occur. **Ultimately, the impact an incident has had on a child or young person is more important than whether it is classified as bullying.**

**On-line bullying**

On-line bullying or cyber bullying is often the same type of behaviour as other forms of bullying; however it takes place through social media, social apps (Facebook, Whatsapp and SNAPCHAT etc.), gaming platforms and chat rooms. The impact is as hurtful and damaging as other types of bullying. The ever-changing modern technology of today simply provides an alternative platform for reaching people, which can give those engaging in such behaviours a false perception that they will not be identified. **Parents/carers need to work closely with the school to ensure this type of bullying is dealt with robustly and effectively.**

St Clare’s Primary School will provide parents and pupils with updated, annual training and support in using technology safely. Parents and pupils agree to a code of conduct at the beginning of each school year in the appropriate use of technology and mobile phones to safeguard pupils within the school.

**Discrimination/Prejudice**

At St Clare’s Primary we challenge prejudicial attitudes that may be behind bullying behaviours. **Bullying motivated by prejudices is never acceptable**. Young people, particularly more vulnerable children, may be targeted due to the following:

* Asylum seeker/refugee status
* Body image
* Looked After status
* Social or economic status
* Young carer responsibilities
* Imprisonment of parents/carers, siblings or other family members

**Responding to Allegations of Bullying Behaviour**

When bullying behaviour occurs in St Clare’s Primary School, respecting the rights of all children involved is of paramount importance. We strive to establish a culture of mutual respect and understanding and will promptly address the needs of those being bullied as well as those bullying, within a framework of respect, responsibility, support and resolution.

**Reports of Bullying**

Reporting bullying behaviour can take a variety of forms:

* Pupil telling adult in school
* Parent/carer concern – phone call/discussion with SMT or class teacher
* Adult witnesses and reports
* Staff member witnesses and reports.

It is of paramount importance that staff at all levels follow the procedures as outlined in this policy to ensure a fair and consistent approach to all alleged/actual bullying incidents.

**Pupils experiencing bullying behaviour**

When a child reports that they are being bullied, the staff member will take all allegations seriously and listen to and record what the child says. How an adult reacts to this information will directly affect the child and it can be assumed that the child has experienced a lot of upset. The following protocol should be followed:

* **Reassure** them that they are doing the right thing and that they are believed and are being taken seriously.
* Ask them **what** has happened.
* Ask **who** was involved.
* Ask **where** and **when** it happened and **how long** it has gone on for.

Staff should record what the child says on the ***‘Alleged Bullying Investigation Form***’ (Appendix 1) Professional judgement should be exercised to decide upon the appropriate action based on the evidence gathered and next steps should be agreed with a member of the SMT.

**Pupils displaying bullying behaviour**

*“Children and young people who are bullying will need help and support to help identify the feelings that cause them to act this way and develop strategies to cope with these feelings differently”*

**(Respectme, 2014)**

Glasgow City Council is a Nurturing City and as such identifies all behaviour as a form of communication. Pupils displaying bullying behaviour will need support from staff to look more insightfully into why they are behaving in certain ways.

On occasion, pupils displaying bullying behaviours may have an underlying or identified diagnosis. A such, the school will use Risk Assessments and Promoting Positive Behaviour Plans to support them in high trigger areas to ensure there is not a repeat of such behaviours. To ensure that our Anti-Bullying Policy is transparent at all times, parents/carers on both sides will be contacted to ensure that they are included in the process.

**Parent/carer reporting bullying incidents**

Staff should reassure parents/carers that their allegations will be fully investigated. Details of the incident should be recorded using the same form as with pupils, adding the name of the parent/carer and their contact information into the last section.

Parents/carers should be advised that the information given will be prioritised but that time is needed to ensure that a full investigation can take place. Reassurance that a member of the SMT will contact them upon completion of a full investigation should be given. The same procedures as outlined previously should be followed and the evidence gathered used, to determine next steps.

**Adult/staff member witnesses bullying behaviours**

If an adult or member of staff discloses that they have witnessed bullying behaviours the same procedures as outlined previously should be followed to record relevant details of the incident and the name of the adult/staff member reporting the incident should be written on the form provided.

The incident should be fully investigated, with all relevant information recorded and the subsequent evidence used to determine next steps. When initiating a discussion with a child who is experiencing bullying behaviours and has not yet felt able to talk to staff, ensure that the pupil knows that they can discuss the incident with you and that you will both believe and help them.

**Peer Mediation**

A number of P6 pupils are trained near the end of the school year to become St Clare’s Primary School Peer Mediators. The role of Peer Mediators in our school is to support their peers during arguments and in minor incidents within the playground. They can also support peers to build relationships with friends and provide pupils with a solution-focused approach to dealing with difficult situations. While the Peer Mediators will be available to support all pupils, more serious incidents will be highlighted immediately to staff for subsequent investigation. The Peer Mediation programme gives pupils the opportunity to resolve their issues through resolution and forgiveness. Peer Mediators will report to the DHT daily and will provide information on pupils supported to ensure that more serious incidents are dealt with by an appropriate adult.

**Restorative Practices and Solution-Focused Approaches**

If there is evidence that bullying has occurred, staff should automatically forward on reports and recorded incidents to a member of the SMT. PTs should be the first point of contact, who will then decide upon the next course of action. PTs will contact parents on both sides to discuss the investigation and next steps will be carried out. In St Clare’s Primary School we will endeavour to tackle substantive bullying allegations through a programme of **Solution-Focused Approaches.**

* After a full and thorough investigation, SMT staff will decide on a two week, one month or six month monitoring period, depending on the seriousness of the bullying incident and its impact on pupils.
* Both the pupil experiencing the behaviour and the pupil displaying the behaviour will be given counselling through discussions with SMT, class teachers and Peer Mediators (if appropriate).
* Sanctions may be put in place for the pupil displaying behaviours during the agreed monitored period (e.g. loss of pitch, loss of club, ‘give back’ during break/lunch time, etc.)
* Pupils will be given opportunities to find ways to resolve issues through SMT led group discussions, Circle of Friends etc.
* In severe cases, a referral to external agencies may be made (e.g. Action for Children, SNAP, and Triple P – for parents, CAMHS, SIIM – Ed Psychologist advice).
* In incidents of extreme violence, pupils displaying behaviours could be excluded from the school for a period of time (Note; this will be evaluated and actioned by HT).

Pupils who give repeated cause for concern will be given a Pupil Behaviour Chart to record mood/attitude and motivation over a set time period. This will be shared and discussed with staff and parents/carers on a daily/weekly basis.

**Recording, Reporting and Monitoring of Bullying and Discriminatory Incidents/Alleged Incidents**

The SMT in St Clare’s Primary will be responsible for the recording of incidents and alleged incidents of bullying through the SEEMiS Click+Go system. **All incidents of bullying or alleged bullying must be recorded on Click+Go by SMT.**

The DHT will be responsible for the monitoring and reviewing of all incidents/alleged incidents of bullying on a monthly recording sheet. The following procedures will be put in place:

**Pupils experiencing bullying behaviours:**

* Pupils will be offered ‘counselling’ sessions with SMT to relieve anxieties/worries.
* Pupils will be given ‘breathing space’ from the pupil displaying these behaviours.
* Pupils will be informed about the report and what will happen to it.
* Parents/carers will be kept updated throughout the process.

**Pupils displaying bullying behaviours:**

* An initial 2 week monitoring period will be set.
* Observed by SfLW, teaching staff and SMT throughout this time and all incidents recorded.
* Parents/carers phoned and asked to be supportive and help the school to resolve the incident(s).
* Privileges sanctioned throughout the 2 weeks – loss of pitch/areas of playground, identified SfLWs pupils must stay beside.
* ‘Give back’ to the school community.
* Behaviour support activities completed with SMT.

**Useful Links**

* **Respectme** [**www.respectme.org.uk**](http://www.respectme.org.uk) **T: 0844 800 8600**

Scotland’s anti-bullying service was launched in March 2017. The service is fully funded by the Scottish Government. Respectme works with all adults who have a role to play in the lives of children and young people, to give them practical skills and confidence to deal with bullying behaviour.

* **Education Scotland – Health & Wellbeing Principles and Practice Paper:**

[**https://education.gov.scot/Documents/health-and-wellbeing-pp.pdf**](https://education.gov.scot/Documents/health-and-wellbeing-pp.pdf)

* **A National Approach to Anti-Bullying for Scotland’s Children and Young People:**

[**https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/**](https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/)

* **Childline** [**www.childline.org.uk**](http://www.childline.org.uk) **T: 0800 1111 Bullying Hotline: 0800 44 1111**

Childline can offer e-mail support and safe chat rooms for children and young people as well as information for adults supporting children or young people.

* **Child Exploitation and Online Protection Command (CEOP)** [**www.ceop.police.uk**](http://www.ceop.police.uk)

CEOP offers training, publications and information about on-line safety and tackling the exploitation of children.

* **Unicef UK** [**www.unicef.org.uk**](http://www.unicef.org.uk) **T: 0300 330 5580**

UNICEF UK provides information on children’s rights around the world.

**(Appendix 1)**

**Alleged Bullying Investigation Form**

|  |  |  |
| --- | --- | --- |
| **Date:** | **Time of incident:** | **Place of incident:** |
| **Reported to:** | **Reported by:** | **Investigated by:** |

**The Alleged Incident**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Age** | **Class** | **Gender** | **Ethnic Origin** | **Religion (if relevant to incident)** |
| **Name of alleged perpetrator:** |  |  |  |  |  |  |
| **Name of alleged victim (if any):** |  |  |  |  |  |  |

**Type/Nature of Alleged Incident**

**Written incl. text or IT related abuse** (e.g. graffiti, notes, ridicule, letters, written on jotters, written threats, drawings, etc.)

**Damage to Property** (e.g. theft of bags, clothes, money, tearing clothes, ripping books, etc.)

**Verbal** (e.g. name-calling, threats, sarcasm, ridicule, discriminatory comments during class, discriminatory jokes, mimicking etc.)

**Physical** (e.g. pushing, shoving, fighting, tripping-up, etc.)

**Isolation** (e.g. shunned, rejected, left out of activities/groups, refusal to cooperate with etc.)

**Incitement** (encouraging others to bully, behave in a racist, sexist or discriminatory manner, wearing discriminatory insignia such as racist badges; distributing racist or other discriminatory literature)

**Other** (please specify)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Further details** (if required)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**For monitoring purposes please indicate if there is/was any suspicion that the incident may have been influenced by any of the following (you may wish to tick more than one box):**

**Race Gender**

**Disability Sexual Orientation**

**Religion/Faith**

**Action Progressed**

**Please indicate the investigative procedures carried out:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**After investigation was the allegation substantiated?**

 **Yes No**

**If ‘no’, no requirement to include in monitoring return**

**If allegation substantiated please indicate action taken**

|  |  |
| --- | --- |
| **Person displaying bullying behaviours** | **Person experiencing bullying behaviours** |
| Counselling |  | Counselling |  |
| Establishment of discipline procedures |  | Peer support |  |
| External agency involvement |  | External agency involvement |  |
| Other |  | Other |  |

**Please indicate the level of parental involvement**

|  |  |  |  |
| --- | --- | --- | --- |
| Parents/carers not informed of incident |  | Parents/carers involved actively in discussions |  |
| Parents/carers informed by letter |  | Other (please specify) |  |

**Monitoring/reviewing of situation planned**

Two Weeks One Month Six Months

|  |  |
| --- | --- |
| **Information transferred to monthly monitoring form** |  |

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**APPENDIX 2: Practical Strategies**

**IF YOU ARE BULLIED - TELL SOMEONE**

Tell a school friend, brother, sister or a parent. Talk to your class teacher, another adult or talk to someone at home.

**STRATEGIES FOR ANTI-BULLYING CULTURE**

Staff members are responsible for delivering the anti-bullying message and reinforcing it regularly. Through our Catholic ethos and RE lessons, through assemblies, religious observance and personal and social education, staff members will create opportunities for expressing feelings and resolving conflicts.

Classroom practice and curriculum will be used positively as a vehicle. The implementation of the policy demands sound cooperation between staff, pupils and parents/carers. Teachers should not accept false excuses: If the bullying was an accident, did the children act by helping the victim or getting help or sympathy? If it was just a laugh, was everyone laughing? If it was a game, was everyone enjoying it?

**IMPLICATIONS FOR TEACHING STAFF**

Teachers need to:

* be prepared to find time to listen to children and take them seriously in a way which will not lead to their being humiliated or embarrassed by ensuring privacy.
* look out for possible bullying behaviour and be aware of bullying hot spots.
* establish routine opportunities for children to talk about bullying.
* include teaching about positive behaviour through the curriculum.
* make clear the limits of acceptable behaviour.
* Implement relevant rewards and sanctions as quickly as possible.
* recognise that we as teachers sometimes need help and to seek it if appropriate.
* examine our own behaviour to make sure we are not bullying pupils, colleagues or parents.
* make sure everything we do gives the message “BULLYING IS NOT OK”.
* encourage collective responsibility for ownership of a problem.

**IMPLICATIONS FOR PUPILS**

Pupils need to:

* Trust staff to take action if being bullied.
* Be aware of rewards and sanctions and understand that their actions will have consequences.
* Tell staff they are being bullied or inform about a friend being bullied.
* Not stand by and do nothing or laugh when bullying is taking place.
* Try to be helpful and kind to other people at all times.
* Accept sanctions if found to be bullying.

**APPENDIX 3: Practical Strategies for Parents and Carers**

SOME ADVICE YOU CAN GIVE TO YOUR CHILD IF YOU KNOW OR SUSPECT HE OR SHE IS BEING BULLIED

Tell your child the following:

* That adults, particularly those in school, and parents take bullying very seriously and are prepared to do something about it.
* That bullies will be dealt with seriously and that it is much better to talk to an adult than to suffer in silence.
* Keep your child informed of all action you take to stop bullying.
* That she/he does not deserve to be bullied.
* That if she/he is different in some way; race, religion, hair colour, wears glasses, is plump, thin, tall or short, he/she should be proud of it. It is good to be an individual.
* If they are bullied, tell an adult, teacher, dinner lady or any trusted adult.
* Most adults will be sympathetic and will try to protect the child.
* Most of all they can tell you and you will do something about it.
* Not to fight back.
* Never be forced to fight a bully.
* If they are in danger from a bully or bullies, get away, give them any possessions they want.
* Find a trusted adult and tell them what happened and what was taken away.
* Do not delay telling.
* Get your friends together and say NO to the bully.
* Stay with groups of people, even if they are not your friends. There is safety in numbers.
* If possible, avoid being alone in places where bullying happens.
* Walk quickly and confidently even if you do not feel that way inside. Try being assertive - shout “NO!” loudly. Practise in front of a mirror. Try not to show you are upset, which is difficult.