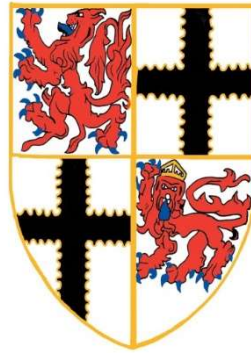


## Saint John Ogilvie RC Primary School Anti-bullying Statement



*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).

At Saint John Ogilvie Primary School we are committed to creating a safe and caring environment where pupils and staff share and demonstrate our school values of kindness, teamwork, trust, happiness, self-belief, friendship and respect. Our Anti-bullying policy is designed to be accessible to all our stakeholders. Words that may be unfamiliar, particularly to our younger pupils, can be found with their definition in our Glossary (Appendix 3).

As a Silver Rights Respecting School we actively promote the teaching and learning of the United Nations Convention on the Rights of the Child (UNCRC). From Article 19, we will do all we can to ensure that children are protected from all forms of violence, abuse and neglect. In line with Article 28 we believe that education is the right of every child and will do all we can to ensure young people are able to receive that right.

## **Policy Development and Review**

A planned review for February 2023 was brought forward to October 2022 due to involvement in the National Thematic Review on Anti-Bullying by HMiE.

All stakeholders were consulted and involved in the review as follows:

### ***Pupils***

All pupils met in their house groups and worked through an activity answering the following questions;

- What happens when you report bullying in school?
- Why might someone bully someone else?
- What words would you use to describe bullying?
- Can you describe what different types of bullying mean? – verbal, physical, cyber, social

The Pupil Leadership Team (PLT) then met with the Senior Leadership Team (SLT) to collate the results and create 1 document for each of the 4 questions.

### ***Staff***

All staff worked together during a collegiate session answering the same questions as pupils. After staff completed the questions, the answers from pupils were shared with them and staff compared both sets.

### ***Parents***

All parents were given the opportunity to share their views through a Microsoft Form, and were asked the following questions:

- Although there is no legal definition for bullying, as a school community, we would like to create our own. How would you define bullying, with a particular focus in a school setting?
- What are the types of bullying we may come across in school or what behaviours do you think we may see?
- Is there anything further you would find helpful to have included in an Anti-bullying Statement?

This review process has allowed us to update the current policy in line with revisions to the West Lothian Promoting Positive Relationships Policy and our school Positive Relationship Blueprint (see Appendix 1).

## **What is bullying behaviour?**

Through work with all stakeholders we have created our own definition of what bullying is.

*'Bullying is any persistent behaviour in which there is purposeful hurting of a person, this can be due to an imbalance of power between parties. It can be physical, emotional, cyber, verbal or social. It may be a threat that is not further actioned but still has an effect on the person.*

*No-one deserves to experience bullying behaviour'.*

All adults within the school are expected to promote positive behaviour habits among the children and take the appropriate action at any sign or report of unacceptable behaviour or bullying inside the school building, the playground and when travelling to and from school. Bullying can also happen virtually out with school and if reported should be treated with similar attention.

We uphold every child's right to be educated in a safe, secure and caring environment in order that they may develop their full potential. In achieving this we aim to develop in each child appropriate values, behaviour and understanding.

## **When is it not bullying behaviour?**

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. 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 and young people have the ability to bounce back from this type of behaviour (Scottish Government, 2017, pg. 12)

## **How do we promote an anti-bullying ethos?**

We promote anti-bullying through our school values, rules, our curriculum, staff training and through working with our stakeholders. This includes:

- School Improvements Plans
- Staff training as part of annual updates
- Positive Relationships Blueprint
- Health and Wellbeing curriculum
- Pupil Voice groups
- Newsletters and our website
- UNCRC teaching and learning activities
- Termly wellbeing check-ins
- Participating in Anti-Bullying week
- Promoting diversity
- Anti-bullying displays and information

## **How do we respond to incidents?**

To ensure the bullying behaviour is then investigated and dealt with, it is important that the bullying is reported to the appropriate members of staff within the school. All reports of bullying behaviour will be listened to and dealt with sensitively, with an appropriate degree of confidentiality. Action cannot be taken on bullying behaviour which has not been reported to the appropriate staff within the school.

Where a concern of incidents of alleged bullying exist, we will:

- Take these seriously and listen to the information shared.
- Offer initial support to all involved rather than immediate consequences.
- Where appropriate to age of pupil, consider a restorative approach with both parties involved to de-escalate the incident quickly with a positive resolve.
- Share information with appropriate adults. This may be the class teacher, pupil support worker, Senior Leadership Team (SLT) and parents.
- Escalate to SLT where concerns persist or initial conversations suggest that an incident of bullying has occurred.
- Information relating to the incident may be recorded on class Wellbeing Chronology, if appropriate.

Following investigation, where an incident is deemed to be bullying, we will:

- Offer support to both parties.
- Ensure that the young person displaying the behaviour is aware of the effect that their actions have had on the person experiencing it and consider potential consequences for this.
- Involve staff that work directly with the young people involved so that further support can be offered in the classroom and playground.
- Inform parents/carers of both parties including details of the incident/s and the proposed monitoring plan and visible support plan for each pupil.
- Record the incident on SEEMIS as per national policy.
- Share monitoring and visible support plan with all involved parties.

Please see Appendix 2 for Flowchart showing the steps and processes that are followed for recording and monitoring.


Appendix 1. Positive Relationship Blueprint

**Relationships in St John Ogilvie PS**

**Our Rules**

- Ready
- Respectful
- Safe

**Our Values**



**Our Routines**

- Meet and Greet
- Wonderful Walking
- Hands Up for Silence
- End and Send

**Over and Above**

- Hot Choc at Home
- Phone call Home
- House Points
- Lead Learners

**Supportive Steps**

- Positive Prompt
- Respectful Reminder
- Take Some Time
- Reflect and Restore
- Back to Brilliant

**Phrases Adults Will Use**

I notice that...and I need you to...thank you.

It's a rule about being (ready/respectful/safe) that was broken and I'm reminding you to...thank you.

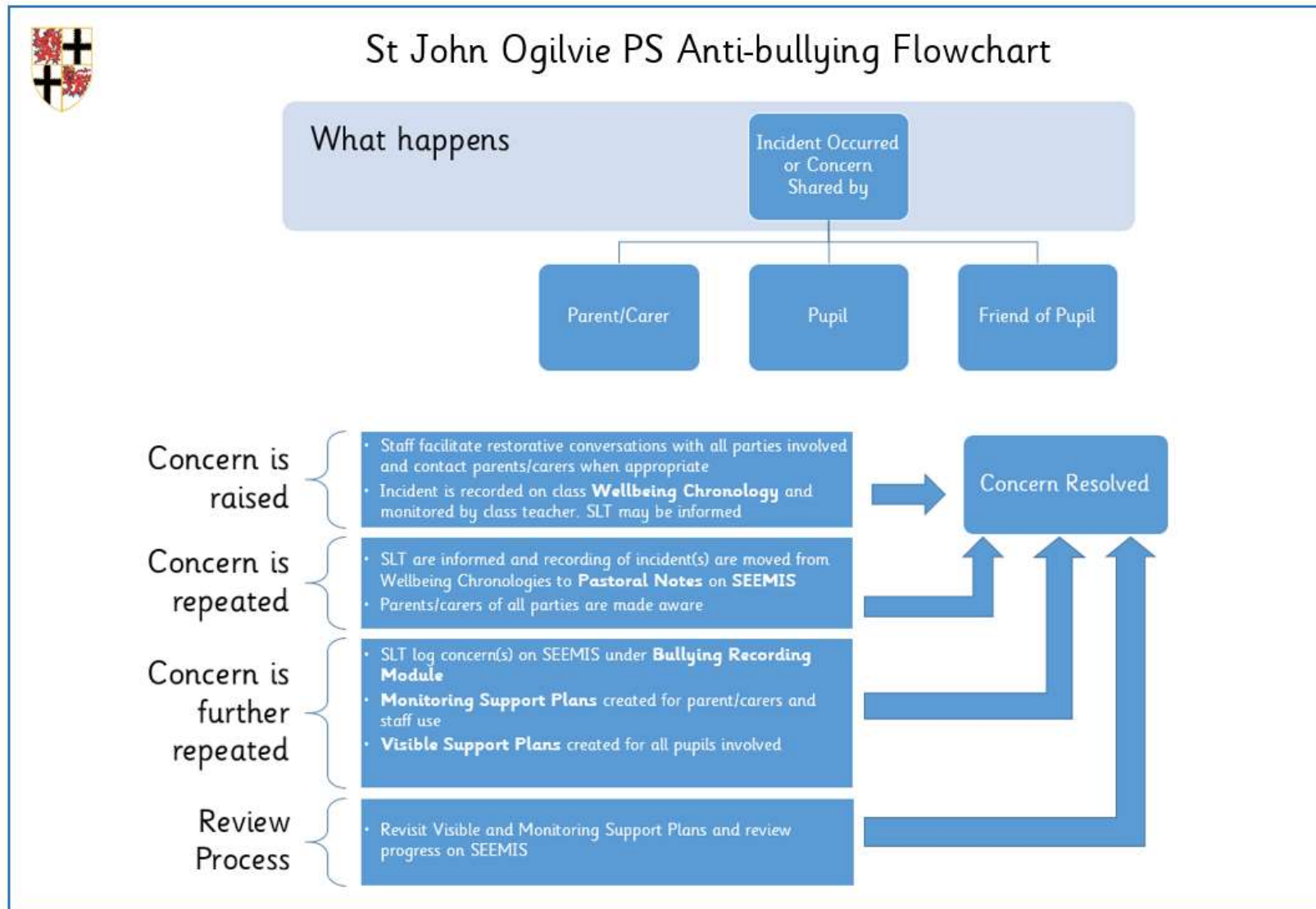
I know you can make a better choice, thank you.

I know that you can be (ready/respectful/safe) because I've seen that. Can you tell me about a time you've shown this?

What can we do to make this right?

© Teacher Created Resources

Appendix 2. Anti-bullying Flowchart



### Appendix 3. Glossary of words and terms

**Chronology** – a list of events in order.

**Collegiate** – a meeting where all school staff work together.

**Confidentiality** – only sharing information with those who need to know.

**Consequences** - something that happens as a result of behaving in a particular way.

**Cyber** - misuse of technology in a way that is hurtful to others. This includes threatening, insulting, or excluding people through chatrooms, social networking sites (Facebook, Twitter etc.), email, text messaging or telephone calls. It also includes using camera or video facilities to record and/or upload photos or footage without the permission of the people involved or their parents for those under 16.

**Gender based** - making fun of someone because they don't stick to the rules set for boys or girls in the past. For example, only boys can play football, only girls can wear pink.

**Physical** - pushing, kicking, hitting, punching, spitting, tripping up, etc.

**Prejudice based** - any comment or action intended to make fun of pupils because of differences, real or not, in their appearance, behaviour, personal circumstances or any other matter.

**Psychological** - treating people in an unfriendly way, excluding people from groups, hiding or taking belongings, threatening gestures, trying to get people into trouble, written insults.

**Racist** - verbal insults and/or name calling about a person's race, religion or culture.

**Resilience** - the ability to bounce back after challenges and tough times.

**Restorative Conversations** – a conversation between the people involved to reflect on an incident. This might involve talking together, relationship building, and making amends instead of relying on punishment.

**Sensitively** – being aware of the feelings of others.

**Stakeholders** – all of the people who might have an opinion on our school. For example pupils, staff, parents/carers.

**Verbal** – anything that is spoken or said out loud.

## Appendix 4. List of websites to support staff, pupils and families

### ***Pupils***

<https://respectme.org.uk/>

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

<https://www.thinkuknow.co.uk/>

<https://www.childline.org.uk/>

### ***Staff***

<https://anti-bullyingalliance.org.uk/>

<https://www.thinkuknow.co.uk/>

### ***Parents/Carers***

<https://www.familylives.org.uk/>

<https://cyberbullying.org/>

<https://www.thinkuknow.co.uk/>



## References

Respectme (2015) accessed on 8<sup>th</sup> of November 2022 <https://respectme.org.uk/>

Scottish Government (2017) *Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People*

UN Commission on Human Rights, (1990) *Convention on the Rights of the Child*, available at: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>