

Lenzie Meadow Primary and Early Years Centre

Anti-Bullying Guidelines



'Respect for All has a fundamental role to play in helping us realise our vision for all children and young people. It provides a holistic framework for all adults working with children and young people to address all aspects of bullying, including prejudice-based bullying. Respect for All reflects Getting it Right for Every Child (GIRFEC) and recognises that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination.'

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

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Rationale

These Anti-Bullying Guidelines provide guidance to pupils, staff, parents and carers of Lenzie Meadow on preventing, responding to and reducing bullying behaviour in line with East Dunbartonshire's Anti-Bullying Policy and Guidance for Education Establishments (2015, updated 2019).

Aims

The aims of the Lenzie Meadow's Guidelines are to ensure:

- that all children and young people are provided with a safe, inclusive and supportive environment in which to learn;
- children and young people, parents and carers and staff have a robust understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported.
- a culture is promoted where bullying is recognised as being unacceptable;
- the prevention of bullying of children and young people through a range of approaches;
- effective support for children and young people and their parents and carers who are affected by bullying.

Definitions of Bullying

Bullying is a combination of behaviours and impacts that can affect someone's ability to feel in control of themselves; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can harm people physically or emotionally and, although the behaviour may not be repeated, the threat may be kept up over time, by actions, looks, messages, confrontations, hitting or hurting or the fear of these.

Bullying also occurs in the virtual world which children and young people access through the Internet, via social networking (eg FaceBook, Twitter and Snapchat), computers and mobile phones. As communication can happen anywhere and at any time, often unsupervised, on-line bullying can be very pervasive and difficult to handle. However, in essence, the behaviour is the same and requires similar prevention methods. *Bullying – A Guide for Parents and Carers*, which includes guidance on on-line bullying, is available from 'respectme' – Scotland's Anti-bullying Service on their website - www.respectme.org.uk/resources/publications

Bullying behaviour can include:

- gender reassignment
- pregnancy & maternity
- racist bullying
- religion and belief
- homophobic bullying
- disablist bullying;
- body image;
- sexism and gender;
- looked after children and young people;
- young carers;
- socio-economic group

When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it.

Lenzie Meadow is committed to current definitions that take account of the context in which the event took place and the impact on the person who feels harm has been done to them. It is considered unhelpful to define bullying purely in terms of behaviours alone. It is important to have clarity about these significant events and be able to recognise and acknowledge bullying behaviours when they happen.

Bullying behaviours can include:

- name calling, teasing, putting down or threatening and intimidating by making prejudiced-based remarks;
- hitting, tripping, pushing, kicking;
- stealing and damaging belongings;
- ignoring, excluding, spreading rumours;

- sending abusive messages electronically, eg via text, emails or social networking sites;
- 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 list is not an exhaustive list; there may be other behaviours that could impact negatively on a child's wellbeing.

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.** Actions can affect people in different ways and this should be taken into consideration. The person who has experienced harm may have experienced just one event. **The impact determines the definition of bullying.** One incident is sufficient to alert adults to take supportive action.

Prevention of Bullying

Lenzie Meadow will work to create a positive and supportive ethos. A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it difficult for bullying behaviour to occur or be tolerated. This may include particular approaches such as:

- Health and Well being curriculum
- Respect me materials
- buddying or mentoring;
- peer mediation;
- system which identifies vulnerable pupils and takes steps to remedy this;
- creative and motivational ways to engage pupils and raise awareness of bullying with theatre groups, speakers, film footage and music;
- involvement of the Learning Committee and House Captains;
- anti-bullying campaigns, posters, assemblies;
- encouraging pupils to report bullying incidents using 'worry' boxes and the school Intranet;
- areas of special focus eg prevention of name calling;
- an understanding of the impact and legal consequences of on-line bullying, supported by campus police, for the whole school community through the curriculum, assemblies and events for parents and carers.

Action

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action based on the impact of the bullying behaviour on the child or young person.

The child or young person who has **experienced bullying behaviour** will receive appropriate support and protection.

Examples of good practice include:

- the child or young person is taken to a comfortable place with no distractions;
- the child or young person is listened to;
- the member of staff should confirm that bullying is never acceptable; they deserve to feel safe;
- they should be gently encouraged to talk, to find out what happened, who was involved, where and when – and notes taken;
- they should be asked what they want to see happen next;
- the child or young person should be kept up to date with progress;
- details of the bullying behaviour and actions taken is recorded in the SEEMIS Bullying and Equalities Module;
- the member of staff should inform parents of the incident and action taken, if it is judged to be appropriate.

When a child or young person has **displayed bullying behaviour**, a member of the management team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved when their active support is needed to implement a resolution of the bullying incident.

Examples of good practice include:

- time should be taken to understand the reasons for the bullying behaviour;
- the individual or group should not be labelled as 'bullies', name the behaviour;
- staff should be prepared for a strong reaction from parents and carers, children and young people;
- staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour;
- addressing what is happening behind the behaviour, even when the bullying has stopped.

Consideration should be given to the support and sanctions(consequences) given to the young person displaying bullying behaviour to ensure that interventions are intended to improve behaviour.

Such support approaches might include:

- positive behaviour strategies with an appropriate member of staff, as agreed;
- restorative approaches;
- solution orientated approaches;
- involvement of educational psychologists

Such consequences approaches if support approaches have not been successful might include:

- withdrawal of privileges e.g. representing school at competitive events
- Internal exclusion e.g. not allowed to play in playground or certain area of playground

- Removal from a group activity within class
- Detention at break or lunchtime.

However, 'where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the pupils there' (*National Guidance on the prevention and management of exclusions, Included, Engaged and Involved - part 2 (June 2017)*), senior managers have the power to exclude as a last resort.

Communicating Awareness

In order to tackle the issue of bullying it is essential that **everyone within the community** is aware that **bullying is never acceptable** and what action should be taken if they are subject to, or witness, what might be a bullying incident.

At Lenzie Meadow we will:

- in consultation with pupils, parents and staff, regularly **review**, update and publish the school **anti-bullying policy** on our website;
- **ensure** every room in the school permanently **displays** at least one **anti-bullying poster**;
- **display** relevant information on a dedicated **notice board**, in a prominent position, close to the main exits to the school;
- **regularly communicate** with parents to keep them abreast of our work.

To help raise awareness of anti bullying the school will:

- **support** anti-bullying projects and nurturing a positive ethos of **respect for all**;
- **promoting** work on **personal safety and bullying** as part of the **Health and Wellbeing** curriculum;
- **encouraging** the development of environments in which **children and young people** can feel free of bullying and can **thrive**;
- **providing support** in individual circumstances.

It is essential that everyone takes responsibility in creating a safe and supportive environment within Lenzie Meadow and we aim to achieve this by:

- Modelling respect for all.
- Constantly reinforcing our values – be kind, be safe, be responsible
- Recognising and praising when we see children demonstrating the above.
- Encouraging our children to talk by highlighting that adults are there for all children
- Having worry boxes in each classroom so that if a child feels they can't physically talk to an adult, they can write.
- Developing a shared understanding of what bullying means through training, assemblies and class activities
- Displaying Child line posters and Respect Me posters in every class.
- Building positive relationships with all children and recognising every child is different and that all staff have a responsibility to allow children to talk.
- Including an anti bullying element to all class charters at the start of the year.
- Using restorative approaches to support children when relationships are strained.
- Including resilience development within health and wellbeing education

- Including online safety as part of all health and wellbeing
- Supporting children to mediate and restore relationship with and without support of adults.

Reporting Bullying Behaviour

If you are being bullied or witness someone else being bullied it is **very important that you take action**: ignoring it can often mean it will get worse!

Steps you can take include

- **Tell that person you don't like what they are doing and you wish it to stop**
- **Tell** your teacher or any other member of staff,
- **Tell a friend** who can then tell a teacher,

What will we do when you tell us?

Bullying and harassment are wrong and we will always listen to any concerns or comments, but that doesn't mean the people who do it are 'bad' people. It doesn't excuse the bullying behaviour, but it does mean that it is possible to help them change the way they behave.

Steps we will take will include:

- **maintaining** confidence where appropriate;
- **discussing** incidents with **pupil(s) experiencing** the bullying behaviour;
- **discussing** incidents with **pupil(s) displaying** bullying behaviour;
- **taking** appropriate action.

We will encourage mediation which will involve:

- creating an ethos of **respect, inclusion, accountability** and **taking responsibility**;
- demonstrating **impartiality** and being **non-judgemental**;
- actively **listening** while encouraging **collaboration** and emotional **self-expression**
- facilitating **dialogue** and **problem-solving**;
- listening to and **expressing** emotion;
- empowering others to take **ownership** of problems

Anti-Bullying Guidelines will be reviewed 2025-26