**Houston Primary School**

**Anti-Bullying Policy**

 **June 2022**

This policy has been written in consultation with the pupils, staff, parents, and carers associated with Houston Primary School.

**Rationale**

Renfrewshire Council is committed to providing a safe, supportive environment for all people in its educational establishments. Here at Houston Primary School, our values are respect, honesty, friendship and success. We understand that bullying is never acceptable, and that children and young people have the right to learn in a safe, secure environment.

**Definition**

In Scotland, bullying is defined as 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)

**Types of Bullying**

It is against the law to discriminate against someone because of the following protected characteristics as outlined in the *Equality Act 2010*:

* Age
* Disability
* Gender reassignment
* Pregnancy and maternity
* Race
* Religion and belief
* Gender
* Sexual orientation
* Marriage and Civil Partnership

Prejudice-based bullying behaviour is not restricted to these categories. It may also result from perceptions about a child or young person for other reasons, such as their socio-economic background, being looked-after, being a young carer, an asylum seeker or refugee and body image or other family circumstances.

This behaviour, whether face-to-face or online, can include:

* Name calling, teasing, putting down or threatening
* Hitting, tripping, pushing or kicking
* Taking or damaging personal belongings
* Ignoring or leaving out Spreading rumours
* Sending abusive messages, pictures or images on social media, online gaming platforms or phones
* Making people feel like they are not in control of themselves or their lives

Bullying of any kind is a breach of children’s rights and will not be tolerated in Houston Primary School.

**Expectations, or codes of behaviour, and responsibilities for all staff/volunteers and children and young people**

In Houston Primary we promote a culture that encourages respect, values opinions, celebrates difference and promotes positive relationships will make it difficult for bullying behaviour to flourish or be tolerated.

* Respectfully investigate any incident without prejudice.

what was the behaviour?

what impact did it have?

what does the child or young person want to happen?

what do I need to do about it?

what attitudes, prejudices or other factors have influenced the behaviour?

* Adopt a holistic approach to investigations, considering the impact of the incident
* Record details of investigation on Renfrewshire Anti-Bullying Logging Form Appendix 2 and pass to SMT
* Apply appropriate sanctions; Seasons for Change session and removal from Master Class
* Incident reported to parents
* Ensure all relevant members of the school community are informed

-CA/ASNAs

-SMT

-SMT to record on Seemis

* Using a restorative or solution orientated approach, support children who are exhibiting bullying behaviour;

identify the feelings that cause them to act this way

develop alternative ways of responding to these feelings

understand the impact of their behaviour on other people

repair relationships

* Refer to Tee of Knowledge, IAMME RSHP, Respect Me and the Health and Wellbeing policy to support children who have been impacted by the bullying behaviour

**Adults have a clear commitment to promoting and role-modelling positive relationships and positive behaviour.**

Adults will model positive, respectful relationships and behaviours between staff, pupils and parents**.** Children will demonstrate positive, respectful relationships and behaviours between staff, pupils and parents**.** We will address all aspects of prejudice in order to make sure all types of prejudice-based bulling are treated with equal importance, including bullying based on the protected characteristics listed in the Equality Act 2010. We will share information where appropriate and work jointly to make sure we are co-ordinated and cohesive in all that we do. Adults will support all those involved in any bullying behaviours.

**Strategies that will be used to prevent and respond to bullying**

Establishing the right culture is at the heart of what we do to create an environment where bullying cannot thrive.  Bullying incidents will be reviewed individually and a number of different practices may be adopted to find the most effective response.  Current practices include:

* Anti-bullying week
* Anti-bullying awareness day
* Visual reminders (posters around school)
* Assembly programme
* Anti-bullying work in class
* School Values
* Class charters
* Development of resilience through Growth Mindset, our Tree of Knowledge programme, IAMME, RSHP, Respect Me and refer to a Bounce Back approach and a Big Deal, Little Deal nurture approach
* Regular check-in focussing on emotions in each class
* ‘I want you to know…’ box in each class for children to share worries, news or achievements with the teacher
* Emotional check in
* Consistently recording incidents in detail
* Staff familiarise themselves with the Anti-School policy at the beginning of each school session
* Share Anti-bullying policy with all pupils

**Recording and monitoring strategies**

Accurate recording of incidents of bullying behaviour ensures that an appropriate response has taken place. Each incident of bullying which takes place in a school will be recorded by the head teacher in the Bullying and Equalities module within SEEMIS Click & Go, which is the main information system used to hold pupil information in Scottish schools. This will include information on:

* The pupils involved, including staff or other adults
* Where and when the bullying took place
* The type of bullying experienced
* Any underlying prejudice including details of any protected characteristic(s)
* Consideration of personal or additional support needs and wellbeing concerns
* Actions taken including resolution at an individual or organisational level

**Consultation undertaken with children and young people and parents and carers**

We asked children and young people what they wanted and they said pupils who display bullying behaviour should:

* Have a place to go and think about their behaviour
* Attend a Seasons of Change session
* Miss a Master Class

The pupils also felt that:

* Everyone involved should receive support to help build relationships

Parents and carers told us they wanted us to:

* Respond to bullying incidents promptly and consistently
* Keep parents informed of bullying incidents and resolutions
* Engage more in preventative work with pupils through the assembly programme and class work
* Ensure pupils understand types of bullying and the impact it can have

**Evaluation and review timescale**

In line with Local Authority recommendations our anti-bullying policy will be reviewed every three years, and this will be factored into the school Improvement Plans in advance. All staff will be given opportunities to attend relevant training programmes as part of their Continued Professional Development.