**Chirnsyde Primary - Anti Bullying Policy**

“You don’t have to like me…….agree with me…..or enjoy the things I do …. but you do have to respect me”

**An Introduction**

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.

This booklet sets out the anti-bullying policy of Education Services within the context of our

overarching policy on inclusion Every Child is Included and Supported. It has been produced in consultation with **Respect*me***, Scotland’s antibullying service and takes account of the wider legal framework underpinning equalities, inclusion and meeting learners’ needs. Based on Scotland’s National Approach, it provides guidance for establishments on the prevention, identification and recording of incidences of bullying and discriminatory behaviour. It also gives advice on how to respond to alleged bullying.

Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond

to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards.

This policy also reflects the principles of Getting it Right for Every Child, where each child or young

person should be safe, healthy, achieving, nurtured, active, respected, responsible and included. Health and Wellbeing is a central aspect of the curriculum and is the responsibility of all staff. Bullying affects individuals, families and relationships as well as a child’s education and participation. A child that is bullied will not feel safe, included or respected and this can therefore constitute a well-being concern (respect*me*). The Equality Act 2010 act sets out rights which include legal protection from discrimination related to any of the nine protected characteristics (Age, Disability, Race, Sex (Gender) Pregnancy/Maternity, Religion/Belief, Sexual Orientation, Marriage/Civil Partnership and Gender Reassignment.

Children and young people may be bullied as a result of prejudice. This could be due to perceptions

and prejudice about one of these protected characteristic or because of socio-economic prejudice. A young person may not have one of the characteristics but may still be bullied because of perceptions about them, their friends or their family. Glasgow City Council is committed to challenging prejudice-based bullying and makes an explicit commitment to each of the protected characteristics and expects all education establishments to include each of these in its policy (see Appendix 1).

**2. What do we mean by bullying?**

It is every child’s right not to be bullied. At Chirnsyde we work hard to create a positive and supportive ethos. Bullying is not a normal part of growing up. Adults do not expect to be verbally or physically abused by colleagues or friends, and children and young people have the same right to be free from bullying and to feel safe in our school.

There have been many different definitions and theories about what constitutes bullying, but it is

not helpful to define bullying purely in terms of behaviour:

Bullying is behaviour **and** impact – what someone does and the impact it has on a person’s capacity to feel in control of themselves. Bullying takes place in the context of relationships. It is behaviour, actions or attitudes that can make people feel hurt, threatened, frightened and left out and it can happen face to face or online. Bullying behaviour can harm people emotionally or physically and, although the actual behaviour rmight not be repeated, the threat that it might can be sustained over time, typically by actions : looks, messages, confrontations, physical interventions, or the fear if these.

**This can include***:*

* being called names, teased, put down or threatened;
* being hit, tripped, pushed or kicked;
* having belongings taken or damaged;
* being ignored, left out or having rumours spread about you;
* receiving abusive messages electronically;
* behaviour which makes people feel like they are not in control of themselves;
* being targeted because of who you are or who you are perceived to be.

This is not an exhaustive list and it is important to consider impact, intent and persistence when defining bullying behaviour.

A consistent approach to addressing bullying within schools, both in terms of responding and recording incidences of bullying is crucial. It is never acceptable to think that being bullied *“****is all part of growing up****”*.

**Is intent required?**

Every bullying incident should be looked at individually. In some cases, children or young people may not be aware that their behaviour is actually bullying. They are perhaps modelling the behaviour of adults or other children and young people, not understanding that it is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this.

It must be explained to the person bullying that their behaviour is unacceptable and why. Intent is difficult to prove and young people can often reframe their behaviour when challenged. It’s more important to focus on the behaviour and the impact it had, rather than trying to establish whether someone acted deliberately or not.

**Does the behaviour have to be persistent?**

The issue with persistence is that the behaviour has to take place more than once, but the impacts of bullying can be felt after a single incident.

Bullying doesn’t need to be persistent to have an effect on the mental health and well-being of a child or young person. For those who have been bullied, the fear and anticipation of further bullying can affect their ability to be themselves and interact with others in a healthy fashion. Bullying behaviour and its potential impacts on children and young people should be addressed as they arise. It is vital to respond to the behaviour that you see and the impact this is having, rather than relying on a rigid definition.

How persistence is viewed by one person - for example daily, weekly or monthly - may be quite different to how it’s viewed by someone else, leading to inequality and inconsistency of practice. It isn’t helpful to wait and see if a pattern or repetition emerges before taking action. Although bullying is usually persistent, a single incident can have a significant impact on some children and young people by instilling a fear that it might happen again.

**Online bullying**

Children and young people experiencing online bullying usually know the identity of the person who

is bullying them. 92% of the children and young people reporting bullying said they knew the person

bullying them. Online bullying, or cyber bullying, is often the same type of behaviour as other bullying,

for example name-calling, spreading rumours and leaving people out, but it takes place online,

on social networking sites, in chatrooms, and via mobile technologies, gaming and instant messaging

platforms. The impact of this is as hurtful and damaging as other forms of bullying behaviour.

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, making their reach greater, more immediate and much harder to remove or erase. Whilst advances in technology, including social media, provide many possibilities to enhance learning and teaching, teachers and other staff in schools/centres should be alert to its possible misuse.

Some online behaviour is illegal. Children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content on forums, websites, social networking platforms, etc. Find out more about cyberbullying at

[www.respectme.org.uk/cyberbullying.html](http://www.respectme.org.uk/cyberbullying.html)

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. Reference should be made instead to *“those experiencing bullying behaviour”* and *“those* *displaying bullying behaviour”*. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it. .It is important not to develop predisposed notions about which child or young person is likely to fall into which category. In some cases, children or young people may not be aware that their behaviour is actually bullying. They perhaps model the behaviour of adults or other children and young people. They may not understand that it is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe. Bullying can affect people in different ways. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person. In can be the case that one child says something unpleasant to another, but this is not always a case of bullying as it has no real impact on the child. Such behaviour should always be challenged, even if it is not bullying.

**Ethos**

Bullying behaviour is never acceptable in Chirnsyde. We are committed to addressing bullying behaviour and reduce the number of incidents and its effects by:

* ensuring that our ethos is always based on respecting, valuing and caring for self and others;
* making sure we promote and model positive behaviours at all times and by all members of the Chirnsyde community;
* having a clear anti-bullying policy;
* taking seriously all reports or allegations of bullying, investigating and taking appropriate action;
* ensuring that all staff, children, parents/carers are aware of and understand our policy and what support they can expect if they experience bullying behaviour;
* helping those displaying bullying behaviour to understand how their behaviour affects others and support them as they change their behaviour;
* involving parents/cares as appropriate in supporting those who are bullied and those displaying bullying behaviour;
* monitoring the incidence of bullying in our school and recording incidents effectively;
* monitoring how effective our policy is and review it as appropriate.

**What we will do if someone says they are being bullied**

We understand how difficult it can be to come forward and actually tell someone if someone is experiencing bullying. We will listen to children and make sure that we take a child’s report seriously. We will encourage the child to talk, letting them speak freely. We may take notes so that we remember the details accurately. We might ask some questions to clarify what has happened and try to get as much detail to allow us to investigate. The notes will be used to make sure that we take the most appropriate action and to record any bullying incidents on our reporting forms for Glasgow City Council.

The most important information we need is:

***What was the behaviour?***

***What impact did it have?***

***What do I need to do about it?***

We will let the child know what we will do next, and keep them informed of any progress or outcomes. Some incidents can be dealt with quite quickly and resolved, others may take time to resolve and we will offer support and strategies to help the child experiencing the bullying behaviour through this. We will continue to monitor and support children as appropriate where the bullying behaviour has had a lasting impact.

We will address the use of derogatory of offensive language, whether in the context of a bullying incident or not and will challenge prejudice and stereotyping consistently, as stated in our Promoting Equality and Diversity Policy.

**What about the child who is bullying?**

As a Nurturing School, we understand that all behaviour is communication. It may well be that the bullying behaviour may arise from an unmet need for a child; where this is the case we will do our best to put an appropriate plan in place to support the child displaying bullying behaviour.

**Prejudice**

Bullying behaviour can often be rooted in prejudice due to difference or perceived difference. We have a duty under the Equality Act 2010 to ensure the needs of all learners are met in policy and practice. Our Promoting Equality and Diversity policy is closely linked to our Anti-Bullying Policy. We are committed to challenging inequalities and to promoting an inclusive, nurturing environment at Chirnsyde. Bullying based on or motivated by prejudice is never acceptable.

**Appendix 1** gives clear information about prejudice-based bullying.

Through our Values of Caring, Healthy, Achieving, Included and Respect, we build positive relationships across the school community with the aim of being able to respond to and resolve any bullying issues effectively.

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

We will record all incidents of bullying and discriminatory behaviour on Click+Go. This is a central system which allows Education Services to collect data when required. We can also monitor the number of incidents and use the information to continue to improve our response to this type of behaviour. Recording of all these incidents and allegations helps us to comply with the requirements under the Equality Act 2010.

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They will use their professional judgement in deciding on appropriate action, in consultation with and agreement from a member of the Senior Management Team. In all cases we will ensure the child is listened to and supported.

All incidents of bullying or alleged bullying must be recorded on Click+Go, with clear indication of how the case will be monitored and reviewed. Information will be recorded about both the person experiencing the behaviour and the person displaying the behaviour. It is the responsibility of a named member of the Senior Management Team to ensure that the procedures relating to allegations of bullying are implemented and that reports on SEEMIS Click+Go are regularly monitored.

Records will show that an alleged incident was reported as well as details about the incident. Information should show how the situation will be monitored and reviewed, the views of the children involved and, if appropriate, the views of the parents recorded.

Monitor and Review:

* Do they feel their concerns were listened to?
* Do they feel satisfied with the outcome?
* Does the parent/carer feel satisfied with the outcome?

Finally, complete the Action Progressed section by outlining the actions taken and the conclusion.

• Being addressed

• Resolved

• Not resolved

• Unfounded

Information recorded in this part of Click+Go automatically creates an entry into the pastoral notes

for each of the children or young people. This entry does not contain detail about the incident – it spurpose is to indicate that an incident has been recorded in the bullying and equalities section of

Click+Go.

Help sheets are available from SEEMIS at:

[www.seemis.gov.uk/site3/index.php/component/](http://www.seemis.gov.uk/site3/index.php/component/) rsfiles/files?folder=Help%20Pages/Click-Go/

MANAGEMENT%20-%20BULLYING%20AND%20

EQUALITIES

**Useful Links**

Respect*me* - Scotland’s anti-bullying service was launched in March 2007. The service is fully funded by the Scottish Government and is managed by Scottish Association for Mental Health in partnership

with Lesbian, Gay, Bisexual and Transgender Youth Scotland.

Web [www.respectme.org.uk](http://www.respectme.org.uk)

LGBT Youth Scotland

Web www.lgbtyouth.org.uk

Childline Web www.childline.org.uk/Explore/Bullying/Pages/

Bullyinginfo.aspx

Education Scotland – Health and Wellbeing

Web www.educationscotland.gov.uk/

learningandteaching/curriculumareas/healthandwellbeing/index.asp

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

Web www.gov.scot/publications/2010/11/12120420/0

Cyberbullying

Web [www.respectme.org.uk/cyberbullying](http://www.respectme.org.uk/cyberbullying)

**Appendix 1: Prejudice-based bullying**

Children and young people can experience bullying for a variety of reasons; where they live, their sexual orientations, gender, disability, the colour of their skin, what clothes they wear or what team they support. The one thing that these have in common is difference or perceived difference – some children and young people don’t see or understand diversity, they still only see difference. Difference, or perceived difference, can be a catalyst for children and young people being bullied.

**Asylum Seekers and Refugees**

Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

**Body image**

Body image is hugely important to children and young people and bullying because of body image

can have a significantly negative impact. For example, a child or young person who is noticeably over or underweight may find that they are particularly vulnerable to bullying behaviour.

**Homophobic bullying**

Homophobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual

or transgender or young people who are questioning their sexuality. However, it can also be directed at young people who do not conform to strict gender *“norms”*. For example, a boy who doesn’t like football may stand out as being different. Ultimately, any young person can be homophobically bullied and any young person can display homophobic attitudes which should be challenged.

**Transgender**

Is an umbrella term used to describe someone who does not conform to society’s view of being male

or female. Children and young people who are experiencing confusion over their gender identity

may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person

and the hatred, discrimination, intolerance and prejudice that this fear brings. This can result in

bullying behaviour towards an individual because they are not seen to be conforming to gender

stereotyping and *“norms”*. If children and young people are experiencing confusion over their gender

identity, they may be reluctant to challenge bullying behaviour that could attract further attention to

them.

**Looked after children**

Children and young people who are looked after and accommodated are vulnerable to bullying

behaviour for a number of reasons: It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult; they may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours;

a reluctance to make friends; low self-esteem, lack of role models and a heightened sense of privacy.

**Race and Ethnicity**

Children and young people from minority ethnic groups, including the gypsy/travelling community,

often experience bullying based on perceived differences in dress, communication, appearance,

beliefs and/or culture. The status of *“minority”* in a school, community or organisation can often make a child or young person the focus for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they ‘deserve’ to be treated differently or with less respect.

**Religion and Belief**

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths,

or having no faith, can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may fuel bullying.

**Sectarianism**

Most people understandably associate Sectarianism with religion. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out as a target for sectarian abuse - whatever your beliefs may be.

**Sexism and Gender**

Gender inequality and stereotyping can leave children and young people, and in particular girls, who do not conform to these norms vulnerable to bullying. Bullying in the form of derogatory language, online comments and the spreading of malicious rumours can be used to regulate both girls’ and boys’ behaviour - suggesting that they are not being a real man or a real woman if they do not behave in such a way towards others. Personality traits that do not fit in to the unwritten rules of *“appropriate”*

young people a target for their actual or perceived difference. These terms can be of an explicit gender based nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards someone. This behaviour should not be confused with sexually

Aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we do not recommend using the term *“sexual bullying”* as a descriptor in policies or in practice – it is an unclear and reductive term. Sexual assault and exploitation are not types of bullying, they are abuse. Gender-based bullying – if unchallenged can lead to a deepening of attitudes and behaviour towards girls or those who do not conform to gender norms that can escalate to more abusive behaviours. This behaviour can take place face to face, in private and online or sometimes a combination of all of these. What happens or is shared online will directly impact on a person and that should be our focus. In all probability online activity will relate directly to an experience or conversation they have had in person. Successful anti-bullying work focuses on equalities and developing and modelling relationships based on respect and fairness – and this must include gender.

**Disablist Bullying**

People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in

specialist provision, and may result in a need for additional support to be provided.

**Young Carers**

The lives of young carers can be significantly affected by their responsibility to care for a family

member who has a physical illness or disability, mental health problem, sensory or learning disability

or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of

reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or *“fun stuff”*. This can make it difficult for them to form

relationships; it can hinder successful transitions or lead to educational difficulties.

**Social and Economic Prejudice**

Bullying due to social and economic status can take place in any group no matter how little diversity

exists in it. Small differences in perceived class/ family income/family living arrangements/social

circumstances or values can be used as a basis for bullying behaviours. These behaviours, such

as mocking speech patterns, belongings, clothing, hygiene, etc can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.

**Under the Equality Act 2010 (Specific Duties)**

(Scotland) Regulations 2012, we have a duty to assess all new policies and guidance to ensure it

fulfils our duties under the Act. The Equality Act 2010 sets out a range of individual characteristics

that are *“Protected”* from discrimination and unfair treatment including bullying. All children and young

people have the right to feel safe regardless of age, disability, gender reassignment, marriage and

civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. All antibullying guidance should include all of the protected characteristics as well as other issues that may see children discriminated against such as body image or socio economic status.

Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs

for children and young people.