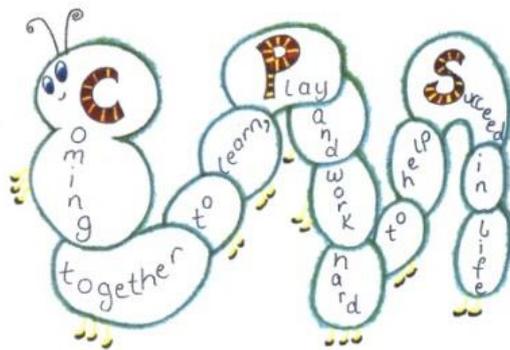




# *Promoting Positive Relationships at Cockenzie Primary School*

*2019*



*A Policy for Anti-Bullying*

Curious Positive Successful

## **Promoting Positive Relationships at Cockenzie Primary School**

### **Introduction**

We believe that all staff, pupils and parents should be familiar with our anti-bullying policy so bullying can be prevented and dealt with in a consistent way across our entire school.

- East Lothian Council is committed to providing a safe, supportive environment for all people in its educational establishments. Within the Respect for All, Anti-bullying Policy, East Lothian Council clearly defines bullying, in line with The Scottish Government and **Respectme** as;

*'a mixture of behaviours which can impact on a person's capacity to feel in control of themselves. Bullying behaviour takes place in the context of relationships; it is behaviour that can cause people to feel hurt, threatened, frightened or left out.'*

- One of our school values is positive and Cockenzie Primary School is fully committed to promoting and developing positive relationships and behaviour in our classrooms, our playground and within the wider community. We strongly believe that the most successful way to address bullying is to create a positive school ethos and culture where respectful relationships are the norm.
- We understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment.

### **Shared Understanding of the Definition of Bullying**

As a school, we recognise that bullying behaviour can be defined as:

***When someone behaves towards you in a way that causes you to feel hurt, threatened, frightened and left out.***

#### **Word Choice:**

- As a staff we **do not** label individuals, we name the **behaviour(s)**.
- Sensitive use of the phrase '**bullying behaviour(s)**' can be used when discussing incidents and/or allegations of bullying.
- We **will not** use the label 'bully' to describe individuals.

By 'behaviour', we mean:

- Name calling or being teased
- Being hit, tripped or kicked
- Having belongings taken or damaged

- Being deliberately excluded from conversations and play activities
- Receiving abusive messages on social media or electronic communication
- Behaviour which causes people to feel like they are not in control of themselves
- Being targeted because of who you are or who you are perceived to be

*Respect for All, Anti Bullying Policy 2017*

### **Discrimination**

The equality Act 2010 sets out that it is unlawful to discriminate against a person because of the following personal characteristics-

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race. This includes colour, ethnic/ national origin or nationality
- Sex
- Religion or belief
- Sexual orientation

### **Online Bullying**

East Lothian Council recognises that new digital technologies and online applications are constantly being developed. It, therefore, wants to see all policies and practice include advice on online bullying and is committed to:

- Supporting children and young people to use electronic technology and the Internet, safely and responsibly
- Help children and young people understand the implications and potential criminality of displaying bullying behaviour and or images via social media or electronic communication
- Providing training and support to children and young people on what to do if they experience behaviour online. This is carried out via programmes on the safe and positive use of digital technologies in schools. Similar programmes are also available to parents in East Lothian
- Remaining up to date with latest changes and trends of how digital technology is being used by children and young people in order to be able to provide relevant support.

### **Rights Respecting School**

Our approach to anti-bullying supports the following articles from the United Nations Convention on the Rights of the Child:

- Article 12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.
- Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

- Article 28 - Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.
- Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- Article 30 - Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.
- Article 31 - Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

## Roles and Responsibilities

### **Individual staff:**

- Deal promptly and effectively with all allegations of bullying
- Record incidents or allegations of 'bullying behaviour' on Seemis Pastoral Notes (Professional judgement must be used here. For example, a 'one off' playground disagreement would not need to be recorded, however if an incident re occurs, or you are observing a pattern of behaviour developing, it would need to be recorded on Seemis)
- Communicate promptly with parents/carers as appropriate
- Use school restorative practice approaches as appropriate to deal with incidents
- When a situation cannot be resolved 'there and then' the incident **must** be referred to a member of senior management who will take over the investigation
- SMT will then take over the investigation into the incident/allegation and communicate with parents/carers. SMT will make a decision based upon evidence whether bullying behaviour has occurred or not and will then formally record, monitor and evaluate through the Seemis system.

### **Remember:**

**If in doubt about an alleged allegation of bullying always refer to a member of SMT**

### **It is the role of staff to:**

- ✓ Listen
- ✓ Explore thoughts and feelings
- ✓ Explore the impact and
- ✓ Help the child or young person feel safer

Please refer to ELC's 'Respect for All' policy for further information about prevention, awareness raising and strategies to help support children and young people.

## **Senior Management Team**

- The Senior Management Team (SMT) consists of two Deputy Head teachers and one Head Teacher
- The role of the SMT is to ensure that the policy is implemented and is communicated to all staff, students, parents/carers and partners.
- Ensure the policy is embedded and reviewed in the School Improvement Plan and is linked with targets for the school's Health and Wellbeing framework.
- Ensure staff development activities are available for all staff
- Ensure staff are fully aware of the importance of the policy and create a climate of respect and positive relationships and a culture where bullying behaviour is not accepted.
- Ensure bullying incidents are recorded and monitored in line with council policy.
- Provide appropriate training and support on anti-bullying to all staff, students, parents/carers and partners.
- Communicate honestly and openly with parents and carers and maintain an open line of communication with parents and carers
- Regularly review policy to take into account new developments in technology or legislation at a minimum of every 3 years.

## **Children and Young People**

- Tell a trusted adult (might be a member of the support staff, your teacher or a member of the senior management team) that you think you might be getting bullied, you're worried about bullying or you're worried someone else is being bullied
- Engage in learning about bullying and the different types of bullying that exists (prejudice bullying, online bullying )
- Follow our 5 Golden Rules for preventing and dealing with bullying in our school (currently being devised by the Respect Action Team)

## **Parents and Carers**

### **What to do if you think your child is being bullied**

- If you think your child is being bullied, please contact the school immediately. Bullying can often be very discrete and quite often school staff can be the last to know. Recent research indicates that incidences of bullying are usually first detected by peers, then parents and lastly school staff.
- Always assure your child that they haven't done anything wrong and they aren't alone in dealing with the problem
- If you think another child is being bullied, please come forward and talk to a member of staff
- Promote and model positive social skills, communicate respectfully including modelling a responsible use of social media

### **Prevention and Awareness**

- We believe in creating a positive school ethos that's based on promoting a safe and nurturing environment for all our children
- We value the role of parents in preventing and addressing bullying and therefore value close communication with all our parents and cares
- All reports of bullying by children, parents/ carers and staff are recorded and acted upon the same day

- Every year we acknowledge Anti-bullying Week and all classes plan lessons and activities which promote the importance of anti-bullying, what to do if we think we're being bullied and how to prevent bullying
- Our Respect Action Team allows certain pupils in the school to take the lead on promoting respectful relationships, raising awareness of bullying and how to prevent bullying at Cockenzie
- As part of our HWB curriculum, our pupils, at different stages, complete Being Cool in School, a positive behaviour programme which empowers children to cope with difficult situations they might encounter in their daily lives, in school and at home.
- Keeping Myself Safe and Keeping Myself eSafe are programmes which help support our pupils to problem-solve, make decisions and identify and communicate their feelings.
- Pupils at all stages follow the Health and Wellbeing programme <https://rshp.scot/> (Relationships, Sexual Health, and Parenthood) which sits within our Health and Wellbeing for Curriculum for Excellence.
- Pupils are not permitted to use their mobile phones in school for any reason, however, should a pupil wish to bring their phone to school, pupils require signed authorisation from their parents/ carers.
- Offer and encourage opportunities for staff development and training

### Useful Resources and Contacts

- Respectme: <https://respectme.org.uk/>
- Getting it Right for Every Child (GIRFEC) <https://www.gov.scot/policies/girfec/>
- Scottish Government National Approach to Bullying: <https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>
- Internet Matters: <https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>
- Childline: <https://www.childline.org.uk/>