Positive Relationships and Anti-Bullying Charter

(Compiled August 2019, to be reviewed 2022)

'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'.

Scottish Government (2010) – A National Approach to Anti-Bullying for Scotland's Children and Young People

It's every child's right not to be bullied. Although the UN Convention on the Rights of the Child (UNCRC) does not specifically mention 'bullying', bullying behaviour does breach a number of the articles.

Further details can be found at: http://respectme.org.uk/bullying/childrens-rights/

This policy has been created in consultation with parents, pupils and staff in line with Stirling Council's Approach to Respect for All (https://www.stirling.gov.uk/learning-education/policies-plans/).

Rationale

This Positive Relationships and Anti-bullying Charter provides guidance to pupils, staff, parents and carers of Riverside Primary School on preventing, responding to and reducing bullying behaviour in line with Stirling Council's Anti-Bullying Policy and Guidance for Education Establishments (2018).

Aims

The aims of Riverside Primary School's Positive Relationships and Anti-Bullying Charter are to ensure that:

- All children are provided with a safe, inclusive and supportive environment in which to learn,
- Children feel actively involved in shaping their community,
- Builds supportive and respectful relationships,
- Children, parents and carers and staff have an 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 experiencing or displaying bullying behaviour,
- Effective support for parents of children experiencing or displaying bullying behaviour,
- To build a nurturing community that promotes our school values.

Definition 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

Bullying behaviour may be related to prejudice-based attitudes and behaviours which may compound other differences or difficulties in a child or young person's life. These include (as stated in the Equality Act 2010):
• homophobic bullying;
• racist bullying;
• disablist bullying;
• body image;
• religion and belief;
• sexism and gender;
• looked after children and young people;
• young carers;
• socio-economic group.

Riverside Primary School 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, humiliating, 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.

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.

Sometimes, bullying behaviour has no observable or actual impact on a child/young person. Indeed, the intended recipient may be completely unaffected by the behaviour. However, where the intention is to bully, the behaviour is not ignored, and will be challenged and recorded appropriately. For example, the use of homophobic or other derogatory language may have no impact on the child/young person it is aimed at, but will still be challenged as the language itself is unacceptable and could impact on other people.

When it is not bullying behaviour?

Children and young people fall out and disagree with each other as a normal part of growing up. Providing children and young people opportunities to discuss how they feel, helps them develop resilience to manage such conservations supportively and sensibly.

Prevention of Bullying

Riverside Primary School continuously works to create a positive and supportive ethos. Staff promote and role model positive relationships and positive behaviour. A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships makes it difficult for bullying behaviours to occur or be tolerated. We strive to nurture pupils and build resilience through our daily interactions with pupils and a range of targeted approaches. Examples of targeted approaches include:

- Class charters
- Transition buddies
- Peer mediators
- Access to a range of lunchtime clubs, including sports, yoga, Kindness club, Imagination Station
- Regular collaborative group work approaches during class time
- Nurture groups and programmes, including 'Seasons for Growth' and 'Roots of Empathy'
- Regular and proactive communication between Senior Leadership Team, Class Teachers and Support Staff to identify and support vulnerable children
- Check in systems at class and whole school level, e.g., Pupil Attitudes to Self and School (PASS) survey to identify and support vulnerable children
- Use of restorative conversations
- Playground support systems, such as 'The Studio' to assist pupils who are finding it difficult to access the playground for longer periods of time
- Creative and motivational ways to engage pupils and raise awareness of bullying with theatre groups, speakers, film footage and music
- Values and anti-bullying/positive relationships focuses in class and as part of wider school time, including assemblies and house meetings
- Encouraging pupils to report bullying incidents and concerns to staff members in the classroom, playground or directly to the Senior Leadership Team

Strategy for Handling Incidents of Bullying Behaviour

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 outcome
- details of the bullying behaviour and actions taken is recorded in the SEEMIS system under Bullying and Equalities.

Senior Leadership Team 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', identify the bullying behaviour instead.

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

Such approaches might include:
- positive behaviour strategies with an appropriate member of staff, as agreed
- restorative approaches
- solution orientated approaches
- implement appropriate strategies to alleviate
- involvement of educational psychologists or other appropriate services, if required.

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:
- Ask them to stop if you can
- Use eye contact and tell them to go away
- Ignore them and walk away
- Do not retaliate
- Take Control
  - ➢ Tell your teacher or any other member of staff

➢ Tell a buddy or older pupil who will report it to a member of staff

➢ Use the class worry system.

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:

- **Listening** without judging

- **Discussing** incidents with **pupil(s) experiencing** the bullying behaviour

- **Discussing** incidents with **pupil(s) displaying** bullying behaviour

- **Taking** appropriate action

- **Supporting** both pupils with strategies

- **Setting** a time scale to work towards and report back within

- **Informing** parents of both pupils and keeping them updated.

We will encourage restorative approaches 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.

Recording and monitoring bullying incidents

Accurate recording of bullying incidents helps to ensure that an appropriate response has taken place. Recording will also support us to monitor the effectiveness of our anti-bullying guidance and practice and support us to review and update as appropriate.

Monitoring helps services identify recurring patterns thereby encouraging early intervention. When staff record incidents on pastoral notes they will include information on:

- The children and young people involved, as well as staff or other adults

- Where and when bullying has taken place

- The type of bullying experienced, e.g. name-calling, rumours, threats etc

- Any underlying prejudice including details of any protected characteristic(s)

- Consideration of personal or additional support needs and wellbeing concerns and

- Actions taken including resolution at an individual or organisational level.

This will then alert the Senior Management team who will investigate and record on the 'Anti-bullying and Equalities' section of SEEMIS.

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 Riverside Primary School we will:

- continue to work together as a staff to share information and develop strategies for supporting pupils who are experiencing bullying behaviours and pupils who are displaying bullying behaviours

- in consultation with pupils, parents and staff, regularly **review**, update and publish the school **anti-bullying policy** on our website

- continue to develop communication with parents through the introduction of an Anti-bullying leaflet

- establish and work with a pupil group to develop an Anti-bullying leaflet for pupils

- **anti-bullying poster**s will be displayed around the school and playground

- **display** relevant information on the school **noticeboard**

- **maintain open communication** with parents around issues relating to bullying.

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

- **supporting** anti-bullying projects and nurturing a positive ethos of **respect for all**

- **promoting** and **role modelling** positive relationships and positive behaviour in interactions with all stakeholders

- **promoting** work on **personal safety and anti-bullying** as part of the **HWB** 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.