**Blackfriars Primary School Anti Bullying Policy**

**Introduction**

Bullying behaviour is never acceptable within Glasgow City Council’s schools and early learning centres.

At Blackfriars we believe that 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.

Our Anti Bullying Policy is guided by and sits within the context of National and International Legislation. In particular the Equality Act 2010 and the United Nations Convention on the Rights of the Child (UNCRC). It is also guided by Scotland’s Getting it Right for Every Child (GIRFEC) Guidance, by Respect Me (Scotland’s Ant-Bullying Service) and by Glasgow City Council’s newly updated Anti-Bullying Policy 2019.

This policy sits complements our broader Relationships Policy which was updated in 2018 and our work in this area is guided by our School Values: Respect, Included, Honest, Safe, Achieving.

The aim of our work in school is to

* *Develop in children and parents the skills and resilience to prevent and manage bullying behaviour as it arises (curriculum, whole school initiatives, values, ethos, relationships policy)*
* *Ensure that children know who can help and will know what support is in place*
* *Ensure that all of the adults in school will have a consistent and coherent approach to managing instances of bullying behaviour.*

**Definition**

We use the definition provided by Respect Me and endorsed by the Scottish Government in 2017. It states that

 *Bullying is both behaviour and impact; what someone does and the impact it has on the other person’s capacity to feel in control of themselves. We call this 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 and it can happen face to face and online.*

Bullying behaviour 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*

**Cyberbullying**

We recognise that all of the behaviours mentioned here can happen face to face and that they can happen online. We have a school Acceptable Use Policy for ICT and a Mobile Phones Policy. We teach the children about how to stay safe in school through our progressive Health and Wellbeing Curriculum and through a particular focus during Internet Safety Week. We encourage parents and carers to be alert to the possibility of cyberbullying, to monitor their children’s internet use, to use parental controls as appropriate and to speak with children in an open way about how to stay safe online.

**Labels**

We do not label individual children as “bullies” or as “victims” of bullying because these can feed into negative self-perceptions, can entrench the behaviour and make it self-perpetuating. We refer instead to “persons demonstrating bullying behaviour” and “persons experiencing bullying behaviour”. This provides everyone with the opportunity to learn, to grow and to move forward.

**Our Approach**

* ***Develop in children and parents the skills and resilience to prevent and manage bullying behaviour as it arises.***

Our starting point in preventing bullying behaviour is our school ethos. Our School Values (Respect, Safe, Honest, Caring, Achieving), which were developed in consultation with pupils and parents in 2018, guide all of our work in school. We place an emphasis on respect in particular in all of our interactions in school and we talk with the children in class and in the wider school about what respect looks like. Class Charters are produced in collaboration with children based on children’s rights and we reward children who demonstrate our school values. Children receive Above and Beyond notes home, they receive values bands, they earn House Points and they receive certificates at School Assemblies for demonstrating the school values.

We are a Nurturing School and our whole school staff share an understanding of how to model positive interactions and how to support changes to any negative behaviours displayed.

The Personal, Social and Health Education (PSHE) and Sexual Health and Relationships Education (SHRE) components of our Health and Wellbeing curriculum teach the children how to maintain positive relationships, how to develop their resilience and how to challenge negative behaviours. These are given further emphasis through School Assemblies and are given a particular focus during Anti-Bullying Week in school. Posters are displayed throughout the school which contain key messages related to Anti-Bullying.

* ***Ensure that children know who can help and will know what support is in place***

Time to Talk is used as a way of giving children a voice in school. Children are asked to contribute their ideas and suggestions around Anti-Bullying and around Safety in School. These sessions give teachers opportunities to speak with children about supports that are available to them in school.

All classes use an Emotions Check In which allows children to communicate in a visual way any concerns they may be having. In addition upper school classes use Worry Boxes to allow children to share any concerns with their class teacher.

Children are encouraged to speak to the nearest adult if they are worried about bullying behaviour. Bubble Time gives children the chance to speak to an adult privately during break times about any worries they may be having.

In addition to these universal supports we also have targeted supports to develop resilience in children. These include our Rainforest Room (P1-P3), The Hive (P4-P7), Emotion Works groups, Mindfulness Groups, Afternoon Nurture Groups. Laura Innes, our Family Support Worker is also able to work with children/families where social/emotional support is required.

* ***Ensure that all of the adults in school will have a consistent and coherent approach to managing instances of bullying behaviour.***

Our Relationships Policy provides guidance for all staff in how to manage negative behaviours including bullying behaviour. This is revisited with the whole staff annually at the beginning of each academic session. It is made available to any new members of staff as they arrive over the course of the year.

When a child makes a disclosure to an adult about bullying behaviour the adult will listen carefully and we recommend that they ask the following five questions

*1. What was the behaviour?*

*2. What impact did it have?*

*3. What does the child or young person want to happen?*

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

*5. What attitudes, prejudices or other factors have influenced the behaviour?*

(Respect Me)

Where relationships are damaged and when the person experiencing bullying behaviour agrees then the adult will have a restorative conversation with the people involved. This is based on the following questions.

1. *What happened?*
2. *How did this make you feel?*
3. *What needs to happen now to fix things and move forward?*

These conversations may be facilitated by a Support for Learning Worker, by a Class Teacher or by a member of the Senior Leadership Team (SLT).

Where teachers and Support for Learning Workers feel that there is evidence of bullying behaviour then a referral slip would be completed and sent to a member of the SLT. All instances of bullying behaviour are recorded on SEEMIS in accordance with Glasgow City Councils Guidelines and parents informed.

In cases where prejudice is a factor in the bullying behaviour then these are recorded with reference to Protected Characteristics under the Equality Act 2010. Protected Characteristics under the law are

1. *Age 2. Disability 3. Race 4. Sex (Gender) 5. Pregnancy/Maternity 6. Religion/Belief 7. Sexual Orientation 8. Marriage/Civil Partnership 9. Gender Reassignment.*

Members of the SLT review instances of bullying behaviour and record the outcome on SEEMIS. The SLT also sample instances of bullying behaviour as part of the school Quality Assurance calendar.

**Useful Links**

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

The following websites are particularly useful where there are concerns around prejudice based bullying behaviour.

[www.lgbtyouth.org.uk](http://www.lgbtyouth.org.uk)

[www.children1st.org.uk](http://www.children1st.org.uk)

[www.childline.org.uk](http://www.childline.org.uk)

[www.youthscotland.org.uk](http://www.youthscotland.org.uk)

[www.samh.org.uk](http://www.samh.org.uk)

[www.zerotolerance.org.uk](http://www.zerotolerance.org.uk)

[www.enquire.org.uk](http://www.enquire.org.uk)

[www.enable.org.uk](http://www.enable.org.uk)

[www.scottishtravellered.org.uk](http://www.scottishtravellered.org.uk)

[www.changingfaces.org.uk](http://www.changingfaces.org.uk)

[www.theredcardscotland.org.uk](http://www.theredcardscotland.org.uk)

[www.pinscotland.org.uk](http://www.pinscotland.org.uk)

[www.cypcs.org.uk](http://www.cypcs.org.uk)

[www.childrensparliament.org.uk](http://www.childrensparliament.org.uk)

Respect Me publish a Guidance Booklet on Bullying Behaviour for Parents and Carers. This is available to parents through the Respect Me website or an request at the school office.