

# Colquhoun Park Primary School



## Anti-Bullying Guidelines

**August 2023**

Update due 2025/26

*'Respect for All has a fundamental role to play in helping us realise our vision for all children and young people. It provides a holistic framework for all adults working with children and young people to address all aspects of bullying, including prejudice-based bullying. Respect for All reflects Getting it Right for Every Child (GIRFEC) and recognises that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination.*

**Scottish Government (2017) – Respect for All: A National Approach to Anti-Bullying for Scotland's Children and Young People.**

November 2022

## **Rationale**

These Anti-Bullying Guidelines provide guidance to pupils, staff, parents and carers of Colquhoun Park Primary School on preventing, responding to and reducing bullying behaviour in line with East Dunbartonshire's Anti- Bullying Policy and Guidance for Education Establishments (2015, updated 2019 ).

## **Aims**

The aims of Colquhoun Park's Guidelines are to ensure:

- that all children and young people are provided with a safe, inclusive and supportive environment in which to learn;
- children and young people, parents and carers and staff have a robust 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 and young people and their parents and carers who are affected by bullying.

Colquhoun Park Primary 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.

## **Definitions 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. When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims'.

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

Copies are also available from the school office.

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:

- 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.
- 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.

Colquhoun Park 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, 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.

### **Prevention of Bullying**

Colquhoun Park will work to create a positive and supportive ethos. A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it difficult for bullying behaviour to occur or be tolerated. This will include particular approaches such as:

- P6 play pals,
- P1-P7 buddying and family group activities promoting school values and a positive ethos.
- restorative practices are followed with all the children involved.
- all staff in school monitor and immediately report any issues of concern to SMT  
This allows us to identify vulnerable pupils and take steps to remedy this;
- involvement of the Pupil Council and Anti-Bullying Committee;
- anti-bullying campaigns, posters, assemblies;
- Health and well-being programmes promote positive behaviour strategies . These include Relax Kids, Bounce Back and PATHS.
- We encourage pupils to report bullying incidents using 'worry' monsters and classroom worry boxes;
- an understanding of the impact and legal consequences of on-line bullying, supported by campus police, for the whole school community through the curriculum, assemblies and events for parents and carers.

### **Action**

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. SLT will be informed.

The child or young person who has **experienced bullying behaviour** will receive appropriate support and protection.

Our procedures 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 progress;
- details of the bullying behaviour and actions taken is recorded in the SEEMIS Bullying and Equalities Module;
- the member of staff should inform parents of the incident and action taken, if it is judged to be appropriate.
- follow up pastoral chats with all parties involved to discuss if interventions and actions have resolved the issues.

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.

Our practice includes;

- time taken to understand the reasons for the bullying behaviour;
- the individual or group will not be labelled as 'bullies' the behaviour is the issue.
- staff should be prepared for a strong reaction from parents and carers, children and young people;
- staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour;
- addressing what is happening behind the behaviour, even when the bullying has stopped.

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;
- restorative approaches;
- solution orientated approaches;
- involvement of educational psychologists and campus police.

However, 'where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the pupils there' (*National Guidance for Schools and Local Authorities in Managing School Exclusions, 2011*), senior managers have the power to exclude as a last resort.

### **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 Colquhoun Park Primary we will:

- regularly review and update our guidance which will be shared with stakeholders and published on our website;
- ensure staff are up to date with current training on an annual basis;
- make use of newsletters, websites and social media to share awareness.

To help raise awareness the anti-bullying committee will:

- plan and implement whole school awareness raising sessions;
- contribute to school assemblies during anti bullying week and periodically throughout the school session;
- take responsibility for displaying posters, signage and visual clues around the school environment.

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

- supporting anti-bullying projects and nurturing a positive ethos of respect for all;
- promoting work on personal safety and anti-bullying as part of the Health and Well-being 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 which might include buddying, mentoring or peer mediation.

### **Review of Guidelines**

Anti-Bullying Guidelines will be reviewed during session 2025-26