Stornoway Primary School and Nursery

Anti-Bullying Policy

March 2023

Anti-Bullying Ambassadors

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1. RATIONALE

"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." – 'A NationalApproach to Anti-Bullying for Scotland's Children and Young People' Scottish Government,November 2010

It is our aim at Stornoway Primary School that every child should grow up free from bullying behaviour. All adults within the school community will follow a consistent and effective approach in dealing with and preventing bullying. Parents and carers will have the skills and resilience to prevent or respond to bullying.

Getting It Right For Every Child (GIRFEC) in Stornoway Primary School, ensures that the child and their family are at the centre of policy and practice and that the views of the child, young person and their parents and carers are sought, listened to and taken into account when decisions are being made.

Bullying is a breach of the United Nations Convention on the Rights of the Child. Stornoway Primary School and Nursery is committed to embedding children's rights in our school policies, practices and ethos and has been awarded the Rights Respecting Schools Bronze Award. Every pupil (child) has a right to work and learn in an atmosphere that is free from victimisation and fear. Children have the right to protection from all forms of physical and emotional fear/violence. Those looking after them must give them proper care.

1.1 The United Nations Convention on the Rights of the Child (UNCRC)

The UNCRC is an international agreement that protects the human's rights of children under the age of 18. Human rights are guaranteed that protect individuals and groups from actions that affect their freedom and human dignity. Human rights are things that everyone is entitled to by simply being a person; there are no conditions imposed to access rights.

Every pupil (child) has a right to work and learn in an atmosphere that is free from victimisation and fear. Children have the right to protection from all forms of physical and emotional fear/violence. Those looking after them must give them propercare.

The articles that are significant to our policy are:

- UNCRC Article 3 – Adults must do what's best for every child
- UNCRC Article 12 – Every child has the right to be listened to and taken seriously
- UNCRC Article 13 – Every child has the right to say what they believe as long as it does not harm or offend other people
- UNCRC Article 19 – Every child has the right to be protected from being hurt, neglected or badly treated
- UNCRC Article 28 – Every child has the right to an education
- UNCRC Article 29 – Every child has the right to an education which develops their

personality, respect for others' rights and the environment

- UNCRC Article 30 – Every child has the right to speak their own language and to follow their family's way of life
- UNCRC Article 31 – Every child has the right to relax and play
- UNCRC Article 39 – Every child has the right to get help if they have been hurt, neglected or badly treated

2. POLICY STATEMENT

2.1 Purpose of the Policy

The purpose of the policy is to support the development of positive and respectful relationships within Stornoway Primary School and Nursery.

This policy will provide guidance for staff, parents, carers and pupils of Stornoway Primary School and Nursery on the approaches and procedures that should be followed to prevent, reduce and respond to bullying behaviour.

We will regularly review our policy based on the guidance with Comhairle Nan Eilean Siar's Anti- Bullying policy.

2.2 Principles which Underpin the Policy

At Stornoway Primary School and Nursery, all forms of bullying behaviour are unacceptable. We expect everyone to follow the principles which underpin this policy. All relationships within Stornoway Primary School and Nursery should be based on mutual respect and demonstrate the school values, kindness, respect, nurture and responsibility. A positive ethos is essential to the creation of our anti-bullying culture.

If children and young people are experiencing bullying behaviour the likelihood of children achieving their educational outcomes are compromised. The policy should contribute to the development of the children and young people through:

- Getting it Right for Every Child is the framework which sets out how agencies and professionals should work together to promote the welfare and rights of children and young people, and ensure that they are: safe, healthy, achieving, nurtured, active, respected, responsible and included. GIRFEC is based on children's rights and its principles reflect the United Nation's Conventions on the Rights of the Child (UNCRC).
- The four capacities of the Curriculum for Excellence ensures children and young people are enabled through the national curriculum to become successful learners, confident individuals, responsible citizens, and effective contributors.

2.3 Who Should Implement the Policy

It is the joint responsibility of **all** connected with Stornoway Primary School and Nursery to work within this policy. Parents, carers and young people themselves also have a responsibility to implement and support the policy aims.

2.4 Roles and Responsibilities

Stornoway Primary School and Nursery will:

- promote the importance of all members of Stornoway Primary School and Nursery to contribute to a positive ethos in which all individuals are respected regardless of difference or status. Opportunities should be sought to promote and celebrate diversity
- ensure all members of our setting are aware of the anti-bullying policy and procedures
- take seriously all complaints or allegations made by young people about bullying behavior
- take serious account of the types of bullying behaviour presented by advances in technology
- identify a senior member of staff who has responsibility for coordinating anti- bullying practice and procedures (Head of School)
- record and report bullying behaviour allegations and incidents on a monthly basis through SEEMiS (Senior Management Team)
- monitor the implementation of the policy to ensure its effectiveness
- promote appropriate and relevant Continuous Professional Learning
- raise awareness of bullying behaviour through participating in anti-bullying campaigns, assemblies etc

At Stornoway Primary School and Nursery, we expect that;

Staff
• Develop, maintain and model positive relationships with parents, pupils and other agencies. • Develop and maintain a safe, secure and nurturing learning environment for all. • Provide a challenging and interesting curriculum which engages pupils and develops skills for learning, life and work. • Value diversity, promote equal opportunities and foster inclusion, allowing pupils to reach their full potential. • Respect the rights of all pupils. • Recognise that all behaviour is a form of communication and be responsive to the wellbeing of each individual. • Celebrate the strengths and achievements of all pupils.
Parents and Carers
• Support the school's Positive Relationship Policy. • Work in partnership with the school to encourage their child to follow the school charter. • Support their child to display the school values – Kindness, Respect, Nurture and Responsibility. • Inform the school of any changes in circumstances which may affect their child's wellbeing or behaviour.

• Celebrate their child's successes and achievements in and out of school.
Pupils
• To try their best and promote positive relationships through our school values. • To follow class and school charters. • Are kind and caring to all staff and pupils in the school. • Listen to each other and value other's opinions and feelings. • To respect the rights of others.

2.5 References to Council and National Policies and Guidelines

Council:

- Support for Learning Policies
- Equal Opportunities Policies
- Child Protection Policies and Guidelines
- Promoting Positive Behaviour Policies
- Data Protection Policies
- Guidance and Pupil Support Policies
- E-Safety policy and acceptable use of communication, Technology in schools

National:

- Realising the Ambition, National Practice Guidance on Early Learning and Childcare, Children and Young People (Scotland) Act 2014
- 'Better Relationships, Better Learning, Better Behaviour' - (Scottish Government 2013)
- 'A Teaching Profession for the 21st Century'
- Equality and Diversity Impact Assessment
- Curriculum for Excellence
- How Good Is Our School? (4th Edition) 2015
- Children and Young People (Scotland) Act 2014
- Getting it Right for Every Child – Scottish Government
- Early Years Framework – Scottish Government – January 2009
- National Care Standards – Early Education & Childcare up to the age of 16 – March 2005
- Happy, Safe and Achieving their Potential 2005 Standard 2, 9 and 10
- Standards (2012) GTCS
- GTCS Code of Professionalism and Conduct 2.1 and 2.2

- "A National Approach to Anti-Bullying for Scotland's Children and Young People" (Scottish Government, 2010)
- Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology in Schools – Scottish Government
- https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice/

Legislation:

- The United Nations Convention on the Rights of the Child (1989)
- Education (Additional Support for Learning) (Scotland) Act (2004) and associated Code of Practice
- Human Rights Act 1998
- European Convention on Human Rights (1950)
- Education (Scotland) Act 1980
- Standards in Scotland's Schools etc. Act 2000
- The Children (Scotland) Act 1995
- The Equality Act 2010
- The Offences (Aggravation by Prejudice) (Scotland) Act 2009

3. DEFINITION OF BULLYING

3.1 What is Bullying Behaviour

At Stornoway Primary School and Nursery, bullying is unacceptable in all forms. It is important to be clear on what we mean by bullying behaviour.

"Bullying is a mixture of behaviours and impacts which can impact on a person's capacity to feel in control of themselves. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out". (respect*me*, Scotland's Anti-Bullying Service)

Bullying behaviour can be defined by its impact on the person or people affected as a result of the behaviour and actions of others, whether intended or unintended. Bullying behaviours and actions can affect people in different ways and this should be taken into consideration.

The Diana Award defines bullying behaviour as "repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe." (The Diana Award Anti-Bullying Programme)

The Diana Award describes bullying behaviour as Verbal, Indirect and Physical.

- **Verbal bullying** is the repeated, negative use of speech, sign language, or verbal gestures to intentionally hurt others, e.g. using hurtful words,

discriminatory or offensive language, or swear words.

- **Indirect bullying** is the repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging or stealing someone's property, or cyberbullying.
- **Physical bullying** is the repeated, negative use of body contact to intentionally hurt others, e.g. kicking, punching, slapping, inappropriate touching, or spitting.

Bullying behaviours can be, but is not limited to:

- Irritating behaviour that is 'not meant to hurt' distressing and hurtful behaviour to the recipient, rather than an exchange
- Name calling, teasing, verbal threats
- Physical abuse
- Theft or vandalism of property
- Isolating or excluding others
- Psychological abuse
- Manipulative behaviour
- Online/cyber bullying
- Targeting others because of real or perceived differences

Online/Cyber bullying shouldn't be treated differently from face to face bullying. Online bullying, or 'cyberbullying', can take place via

- Mobile phone, or over the internet through emails, instant messaging, social networking websites and other online virtual platforms.
- Texts, messages, or images are sent or posted on sites, which hurt, intimidate or embarrass another person.

Online bullying behaviour is not carried out face to face and people often do not know the identity of the person targeting them. Online bullying behaviour remains an ever-changing problem for schools, families and young people. At Stornoway Primary School and Nursery, we address online bullying as part of our whole school anti-bullying approach. Learning around these issues are incorporated into curricular activities. Such incidents that take place outside the school campus and day, are not ignored, but are addressed as they manifest themselves in school. For further information regarding Online Bullying, see Responsible Use of Technology policy.

Stornoway Primary School and Nursery will actively promote respectful relationships through the implementation of our Positive Relationships Policy. Children and young people may disagree with one another, fall out, have arguments,or stop talking to each other. This should be distinguished from bullying behavior. However, if not addressed and managed effectively this could lead to bullying behaviours being displayed. Interventions should focus on both the behaviours and their impacts.

Throughout this policy, the terms 'bully' and 'victim' will not be used. Instead, respectme,Scotland's Anti-Bullying Service, advise that the terms 'person displaying bullying behaviour' and 'person experiencing bullying behaviour' or simply 'people involved in bullying behaviour' could be used as alternatives. respectme does not label children and young people as 'bullies' or 'victims' as labelling a child or young person on the basis of bullying behaviour can result in a confirmed identity as a 'bully' or 'victim' resulting in on-going behaviour patterns based on this identity. Labelling is unhelpful and ineffective when the ultimate aim is behavioural change. The scope of the policy will cover all 3-18 year old children and young people within Stornoway Primary School and Nursery and theAuthority.

3.2 Prejudice Based Bullying

Prejudice based bullying is when bullying behaviours are directed towards an individual or group due to actual or perceived differences or diversity. The Equality Act 2010 identifies protected characteristics in schools: The Act extends protection against discrimination related to gender reassignment and pregnancy and maternity to pupils in school. It is unlawful to discriminate against people with, or people who are associated with those who have protected characteristics.

The Act generally covers anyone who has one or more of the following 'protected characteristics':

- age
- disability
- looked after children
- body image
- matters relating to appearance and lifestyle choices
- young carers
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race – including ethnic or national origin, colour or nationality
- religion or belief – including lack of belief
- sectarianism
- asylum seekers and refugees
- sex, and sexual orientation.

For further information regarding Prejudice Based Bullying, see Appendix 5.

4. IMPACT OF BULLYING BEHAVIOUR

Bullying behaviour impacts on the wellbeing of those affected and can be a major barrier to learning and impact their physical, social and emotional development. It is the responsibility of all adultsin Stornoway Primary School and Nursery to listen to, respect and provide support to anychild or young person who may be experiencing bullying behaviours.

A child that is bullied will not feel safe, included or respected and their wellbeing will be affected. A child that is bullied and those causing bullying, may have wellbeing needs and these needs should be assessed and supported using the eight indicators of wellbeing – Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, Included. The staff at Stornoway Primary School and Nursery understand that all behaviour is communication and are responsive to the wellbeing of every individual child.

Being on the receiving end of bullying behaviour can be traumatic for the individual and may manifest itself in a number of ways, such as:

- Non-attendance/reluctance to attend school
- Withdrawal from usual activities
- Anxiety
- Tearfulness
- Depression
- Changes to behaviour
- Aggression
- Demonstrating bullying behaviour towards others
- Violence towards others
- Eating disorders
- Self-harm and suicidal thoughts
- Physical changes to appearance

5. RAISING AWARENESS AND PREVENTION

All staff within Stornoway Primary School and Nursery will actively, openly talk about and discuss bullying behaviour to help prevent bullying behaviour and restore positive relationships. Bullying behaviour is never acceptable.

We have implemented a range of approaches at Stornoway Primary School and Nursery to promote and foster respectful relationships:

- Planned learning opportunities across the curriculum
- Promote a culture where bullying behaviour is unacceptable and children, young people and staff model positive, respectful behaviour (Appendix 6)
- All staff, pupils, parents/carers and partners will implement the approaches outlined in our Stornoway Primary School and Nursery Positive Relationship Policy
- Use the School Values and UNCRC School Charter to guide and influence behaviour and daily interactions across the whole school community
- Work towards achieving recognized accreditations such as UNIFEC Rights Respecting School's Award
- All staff will use nurturing approaches to support behaviour, wellbeing, attainment and achievement
- Pupils are taught how to recognise their own thoughts, feelings and behaviours, allowing them to monitor and manage their own emotions and mental health, using approaches from the Zones of Regulation and the Decider Skills
- The Nurture Classroom is available to meet the identified needs of specific pupils.

Pupils will engage in experiences to develop preventative and responsive strategies to support self-regulation in a safe, nurturing environment.

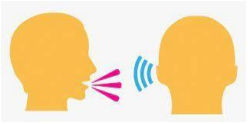
- Staff will use restorative approaches as a preventative to promote relationships within the whole school community or as a response in repairing relationships when difficulties arise
- Pupils will have the opportunity to self-assess their health and wellbeing needs using the SHANARRI indicators. Class teachers will use the data collated from these questionnaires to inform planning.
- Our Anti-Bullying Ambassadors will lead our whole school anti-bullying initiatives throughout each session by raising awareness through pro-active strategies (anti- bullying week/days, buddy system, assemblies, posters to be displayed, information events etc.)
- The Anti-Bullying policy will be made easily accessible for parents, staff and pupils onthe Stornoway Primary School and Nursery website and through information leaflets

- Educate pupils, parents/carers and staff on how to recognise and deal with bullying behaviour through Health and Wellbeing, Social Stories, Circle Time, Parents' Evenings, etc.
- Work in partnership with agencies or organisations such as, but not limited to: NHS Western Isles, Children Services, Equalities Officer, Police Scotland, Churches and Faith Groups, Third Sector Organisations such as Action for Children etc. and respect*me*, Scotland's Anti-Bullying Service and ChildLine
- Staff are committed to engaging in regular professional learning opportunities for staff, which are based on current research and legislation
- Ensure safety and appropriate supervision of areas identified as high risk, e.g. changing rooms, social areas, outdoor areas, corridors etc.

Our Stornoway Primary School Charter supports a positive learning environment in the classroom, playground and across the whole school community.

Everyone at Stornoway Primary has a right…	**Children** respect these rights by…	**Adults** respect these rights by…

To survive, develop and learn in the best possible way. **(Articles 6, 28)** 	Having positive relationships with all staff and working as well as we can to care and help each other. 	Providing a safe and nurturing learning environment where pupils are supported and challenged and where learning is fun.
To fully develop their personalities, talents and abilities. To be taught to understand their own rights, and to respect other people's rights, cultures and differences. **(Articles 29, 42)**	Being kind and encouraging each other. By learning and celebrating other cultures and making sure that everyone is included. 	Delivering engaging and personalised experiences and allowing pupils to lead learning. Making all children aware of their rights, respecting and celebrating diversity and differences.

To be Healthy **(Article 24)**	Making healthy life choices and staying active. 	Offering a variety of learning opportunities which promote healthy and active lifestyle choices. Equipping pupils with skills to deal with difficult or challenging situations.
To share their ideas, feelings and their learning with other people. **(Articles 12, 13)**	Respectfully listening to each other and being positive about other people's ideas. Always considering each other's feelings. 	Listening to and taking children's views seriously. Encouraging children to discuss, reflect and develop deeper thinking. 

6. ANTI-BULLYING AMBASSADORS

Anti-Bullying Ambassadors are trained, passionate children who will stand up to bullying behaviour. They believe that bullying behaviour is not acceptable and should not be part of everyday life at school. They are upstanders against bullying behaviour and are a support network for their peers. Stornoway Primary School and Nursery have 15 pupils and 2 members of staff that have been trained as Anti-Bullying Ambassadors.

The Diana Award's Anti-Bullying Ambassador Programme provided training to staff and pupils. As a result, Anti-Bullying Ambassadors are more knowledgeable about bullying behaviour, more confident in supporting their peers and helps to ensure that their school deals with bullying behaviour more effectively.

The Diana Award's Anti-Bullying Ambassador Programme also helps to:

- equip pupils and staff with the tools needed to tackle bullying behaviour
- transform our school's approach to anti-bullying and create a safer, kinder learning environment and school community for all, which in turn can boost attendance and attainment levels
- develop resilience, confidence, and positive healthy relationships amongst peers
- compliment teaching and learning across the curriculum

Anti-Bullying Ambassador Student Representative

Since participating in the training in March 2022, Stornoway Primary School and Nursery's Anti-Bullying Ambassadors have:

- introduced themselves at a whole school assembly and visited classrooms so that all pupils are aware of who they are.
- worked closely with staff to create a child friendly Anti-Bullying Policy which was shared with all pupils and displayed throughout the school.
- conducted a survey to collate information about current incidents of bullying behaviour in our school.
- analysed the results of the survey and shared this with all pupils and staff at assembly, highlighting key information which has informed the Anti-Bullying Ambassadors Action Plan.

- been easily identified by all children in the playground by wearing coloured, personalised bibs during their playground monitoring duties.
- set up 'Buddy Benches' for children to access in the playground if they feel isolated, excluded or upset. The Anti-Bullying Ambassadors check in with the children using these benches to see if they need support with relationships/ friendships.
- set up a central worry box for pupils to use to report incidents of bullying, if they do not want to talk.
- created a display in the school foyer to share their work in creating an anti-bullying culture.
- promoted positive relationships through our school values and set an example to all pupils.

- encouraged pupils to be 'Upstanders' by reporting any bullying behaviours to any member of staff or the Anti-Bullying Ambassadors.
- Working on a video to explain what bullying is, the different types of bullying, and the importance of being an upstander

The Anti-Bullying Ambassadors are leading our whole school anti-bullying initiative throughout each session by raising awareness through pro-active strategies (anti- bullying week/days, buddy system, assemblies, posters to be displayed, information events etc.). This child-led approach enables learners to discuss concerns with their peers, and this information is shared with a staff member to respond to any incidents of bullying behaviour in our school.

It is clear that our school community has embedded a culture change where bullying behaviour is unacceptable. New pupils to the school will experience an anti-bullying culture, a culture of kindness, and inclusivity. This is also reflected in our school's Values, Visions and Aims.

7. ACTION TO BE TAKEN

When bullying does take place, it is important that **all** staff, children and young people have the knowledge, skills and confidence to resolve different situations. When dealing with bullying situations, the person who is on the receiving end of the bullying behaviour,the person displaying bullying behaviour and the others involved, will be included in the process.

7.1 Reporting Incidents

Bullying behaviour can be a one-off incident or a repeating pattern and either can have a serious impact. All bullying behaviour will be addressed. Staff, pupils and parents/carers are encouraged to report bullying behaviour. Staff at Stornoway Primary School and Nursery will provide safe and confidentialmeans in which to report any alleged incidents of bullying behaviour. Any incidents of bullying behaviour should be reported to the Senior Management Team, through the school office.

All staff within Stornoway Primary School and Nursery will be equipped to respond appropriately to an allegation of bullying behaviour. Pupils should feel that they will be listened to, supported and that reporting an incident of alleged bullying behaviour will be dealt with fairly, sensitively, appropriately and timeously.

Any response to a reported incident of alleged bullying behaviour must be child-centred and based on the values set out in Getting it Right for Every Child.

Safeguarding and Child Protection Flow Chart Appendix 5

7.2 Recording Incidents

Stornoway Primary School and Nursery has clear procedures in place for the recording of bullying incidents if and when it is appropriate using the SEEMIS Bullying and Equalities App. (Appendix 4).

7.3 Responding to the Report of Bullying Behaviour

Dealing with alleged bullying incidents requires a partnership approach. Co-operation and dialogue between involved parties should always be the starting point for resolution of incidents of alleged bullying behaviour. Responding to an incident will usually involve our staff, children and young people, parents/carers and if appropriate, other agency staff.

Parents and carers will be informed and involved when Stornoway Primary School and Nursery staff are dealing with a bullying incident. However, this will be determined by individual circumstances.

Stornoway Primary School and Nursery staff will seek to effectively resolve the issue and minimise harm and risk to the pupils involved.

When responding to and managing an incident of bullying behaviour, the primary consideration should be the effective resolution of the issue, and the management and minimisation of harm and risk to the children or young people involved. The confidentiality of both the pupil on the receiving end of bullying behaviour and the pupil demonstrating bullying behaviour will be respected when dealing with any incidents.

Alleged bullying incidents involving one or more of the protected characteristics, as outlined in Appendix 5, will be recorded immediately by completing the appropriate Pupil Incident Report on SEEMiS and immediately alerting the Head of Education to make him/her aware of the incident and any action taken.

7.4 Support Following Reporting a Bullying Incident

All reported incidents of alleged bullying behaviour will be responded to and the

appropriate action taken. The resulting action(s) will depend on the outcome of co-operative dialogue between parties involved. Further procedure may be required to be implemented. All children and young people will be involved in the process of restorative practice/resolution with the expectations of providing positive behaviour outcomes and resulting in a reduction in exclusions.

8. GUIDELINES AND PROCEDURES

8.1 Staff

- All staff will provide clear procedures for addressing and recording suspected and reported incidents of bullying behaviour.
- All staff within Stornoway Primary School and Nursery will be equipped to receive and respond appropriately to the report of bullying behaviour.
- The Head of School will have the lead responsibility for managing the reports of bullying behaviour. In her absence, the Depute Headteacher or Principal Teachers will lead the role.
- It is the role of the adult to listen and to help the child or young person feel safer as a result.

No matter how effective policies are, there are times when incidents will occur. In order to manage incidents effectively, We may refer to the suggestions laid out in Appendix 3.

8.2 Further Suggested Methods of Intervention

- Initial investigation with designated staff member
- Mediation
- Circle Time
- Nurturing group
- Counselling
- External Agency Involvement (Seasons for Growth, Assertiveness training, Police, etc.)
- Restorative and resilience support as part of the recovery process

8.3 Recording the Report

It is the expectation that the number of reported and recorded incidents of bullying behaviour may increase as a result of the effective implementation of this policy. Through listening to the child or young person reporting the bullying behaviour, staff will use their professional judgement in deciding whether to report the incident through the Management Information System (e.g. SEEMiS). (Ref Appendix 4 - SEEMiS (Bullying and Equality Menu, Pupil Incident Report Form)

8.4 For Children and Young People being Bullied

Pupils will be made aware that bullying behaviour is not something that is normal or should be tolerated. Through the ethos and culture of a positive environment children and young people can be helped to feel confident enough to inform the

person that they do not like their bullying behaviour and to ask them to stop.

Pupils can also be encouraged and supported to speak out if they witness instances of bullying behaviour. Stornoway Primary School and Nursery will take all reports of bullying behaviour seriously and to deal with incidents appropriately.

The following guidelines are for pupils who feel that they are experiencing bullying behaviours:

i) Who should a child or young person inform?

- If they feel that they are being bullied, they should inform a trusted individual as soon as possible. They should be advised that it is best to report any incidents of bullying as soon as they are able to (as delaying reporting could lead to an escalation of the situation).
- A trusted individual could, for example, be a buddy, an Anti-Bullying Ambassador, teacher, classroom assistant, playground assistant, nursery key worker or parent/carer.

ii) What methods can a child or young person use to do this?

- They can ask someone to accompany them when reporting the bullying incident if this makes them feel more comfortable.
- Use of the 'worry monster' for anonymous reporting can be used for communicating incidents.

iii) What will happen once an incident has been reported?

- Pupils should be aware that all reported incidents will be taken seriously.
- Minor incidents would be dealt with by an appropriate individual, whereas severe incidents will be passed on to senior management team.
- The child or young person will be kept informed of any action taken at important stages of the resolution process by the senior member of staff dealing with the incident.

iv) Will parents/carers be informed?

- Parents/carers will be informed by class teachers, depending on the severity of the incident or if the pupil requests for them to be told. Parents/carers will be contacted by telephone.
- In the case of a bullying incident being referred to the Head of School or in her absence the Senior Management Team, they will make a decision as to whether parents/carers will be informed. If an incident is serious enough to be referred to the senior management of the school, it will warrant parents/carers being informed. This may not always be the case however.
- Making a decision about informing parents/carers will be at the discretion of the Senior Management Team, applying professional judgement.
- Parent/carer involvement may be important for gaining background information regarding the incident, lending support to pupil and could help to foster the resolution process.

v) **What should the child or young person do if the bullying behaviour does not stop?**

If the bullying behaviour does not stop, they should be advised to report further incidents immediately to the same adult who dealt with the original situation, if possible, or another trusted individual.

vi) **What if the child requires further support?**

- If the child requires further support then they must be assured that they can approach any adults within Stornoway Primary School and Nursery at any time.
- Advice on support from outside agencies can also be provided by teachers within the school.
- National and local agencies, such as ChildLine and CEOP, can also be contacted for support. (Appendix 1)
- respectme, Scotland's Anti-Bullying Service is available online with videos and information 'Bullying…What are my options?'

vii) **For Children and Young People Displaying Bullying Behaviour**

This section describes what should take place if a pupil is thought to be displaying bullying behaviour or has been identified as being involved in instances of bullying behaviour.

viii) **What will happen if a child or young person displays bullying behaviour?**

- They will be informed that their behaviour is inappropriate and be asked to stop
- They must be made aware that any incident will be addressed.
- They will be offered appropriate support/strategies to encourage positive behaviour and restore relationships.
- They will be advised of the potential consequences of their behaviour not changing or stopping.
- They will engage in a Restorative Conversation to discuss the bullying behaviour including a description of what happened, how they were feeling at the time, the consequences or impact and what they can do next time. For further information regarding Restorative Conversations, please see Stornoway Primary School and Nursery's Positive Relationship Policy.

ix) **Will a child or young person's parents/carers be informed?**

- Informing parents/carers of the bullying behaviour will be at the discretion of the Senior Management Team and dependent on the individual incident based on professional judgement.
- Parents/carers will be informed if:
  - the incident is deemed severe
  - staff within Stornoway Primary School and Nursery are unable to resolve the incident
  - background information on the child or young person could be used to

identify reasons for the bullying behaviour
  - the pupil requests parent/carer involvement
- Parents/carers may be contacted by telephone, letter, email or invited to a meeting with the staff at Stornoway Primary School or Nursery

x) **Where will this be recorded?**

- All incidents reported will be recorded on the Pupil Incident Report Form in the Bullying and Equality section of SEEMiS (Appendix 4) - including note on Subject Access Request and FOI)
- The Pupil Incident Report Form will contain details of the incident and action taken

xi) **What if the child or young person requires further support?**

- If they require further support, they should be advised to approach a trusted individual.
- They can seek clarification on the progress of the reported incident.
- They can request support to manage their behaviour.
- Details of outside agencies should be made available to the child (e.g. respectme, ChildLine, etc.)

xii) **For parents and carers who have concerns:**

This section is advice for parents/carers who are concerned that a child or young person is being bullied or is displaying bullying behaviours. All concerns will be treated seriously and dealt with appropriately.

xiii) **Who should a parent/carer contact if they have concerns?**

Any parents/carers with concerns about issues surrounding bullying behaviour should contact the appropriate member of staff.

xiv) **What will happen?**

- Any parent/carer with concerns should be made aware that all reported incidents will be recorded and dealt with seriously.
- A number of measures can be taken, including speaking with the individuals concerned, employing restorative practices and/or involving outside agencies.

xv) **How will parents/carers be kept informed of progress?**

- Parents/carers will be kept informed of action taken at important stages of the resolution process through telephone calls, letters, email or meetings.
- Appointments can be requested in the first instance with the appropriate member of staff. If the situation is not resolved through this, senior management will be involved.

xvi) **What if a parent/carer is unhappy with how the situation is being handled?**

- Any individual has a right to express their dissatisfaction and complain if they feel that the situation has not been handled appropriately.
- If a parent is unhappy with how the situation is being handled, the first point of contact is the Head of School at Stornoway Primary School. Parents should be made aware of Comhairle Nan Eilean Siar's Complaint Procedures.

xvii) **What if a parent/carer requires further support?**

- If a parent/carer requires further support, they can contact the person dealing with the incident.
- They can request support to manage the child or young person's behaviour.
- Parents/carers can also be provided with details of outside support agencies (e.g. Respectme, ParentLine, etc. (Appendix 1)

xviii) **For Bystanders to Bullying Incidents:**

Bullying behaviour in any form is always unacceptable. Anyone who witnesses an incident and reports it will have their concerns addressed sensitively. This section provides guidance to children and young people who have witnessed instances of bullying behaviour and wish to report it:

- A bystander who is worried about someone affected by bullying behaviour should approach a trusted individual within Stornoway Primary School and Nursery.
- Incidents can be reported anonymously using systems that we have in place.
- All incidents must be recorded, but this can be done anonymously if the child chooses.
- A bystander should know that they can seek support from individuals dealing with the incident or from outside agencies (respectme, ChildLine, etc.) (Appendix 1)

9. MONITORING AND REVIEWING THE POLICY

The policy will be reviewed every 3 years. However, this may be sooner if there has been any major organisational, cultural or legislative change.

Appendix 1 – Useful Websites/Contacts

Website	Description
www.respectme.org.uk	Scottish Government Anti-bullying Service which provides guidance, support, advice, e-learning and further interaction through social networking to all stakeholders. Learning settings should refer to this website when updating their Anti-Bullying Policy
www.scotland.gov.uk	Official website for the Scottish Government detailing up-to-date policies and educational documents
www.cre.gov.uk/scotland	The Commission for Racial Equality provides information and advice for dealing with racism.
www.ceop.gov.uk	The NCA's CEOP Command (formerly the Child Exploitation and Online Protection Centre) works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account.
www.sccyp.org.uk	The website for Scotland's Commissioner for Children and Young People outlining children and young people's rights.
www.educationscotland.org.uk	Education Scotland is the national body in Scotland for supporting quality and improvement in learning and teaching for staff, parents and young people.
www.unicef.org	UNICEF is the United Nations International Children's Fund which promotes the rights of the child through the UN Convention on the Rights of the Child (UNCRC).
www.unicef.org.uk/rrsa	The universality of the Convention on the Rights of the Child (CRC) provides a clear link for pupils between building up their rights-respecting school, understanding their rights and the need for children's rights to be realised everywhere. Children and young people in rights-respecting schools develop a stronger sense of the need to act for global justice.
www.incentiveplus.co.uk	Website for educational resources to support learning and teaching Personal, Social and Emotional development.
www.bbc.co.uk/newsround	The BBC's child friendly news site for up to date local and global events and issues.
www.handsonscotland.co.uk	A toolkit for helpful responses to encourage young people's emotional wellbeing.
www.children1st.org.uk	CHILDREN 1st – The working name for the RSSPCC, working with Scotland's vulnerable children and young people to help change lives for the better.
www.children1st.org.uk/parentline	ParentLine Scotland is a service provided by CHILDREN 1st.It is the national helpline for anyone concerned about a child or young person.
www.childline.org.uk	A national helpline run by CHILDREN 1st on behalf of the NSPCC. It is an online service specifically for children and young people. This also has an anti-bullying helpline (0800 44 11 11) in Scotland for victims of bullying or for those who are bullying other young people.
www.kidscape.org.uk	We equip young people, parents and professionals with the skills to tackle bullying and safeguarding issues across the UK.
http://theredcardscotland.org	Show Racism the Red Card is the UK's anti-racism educational charity.

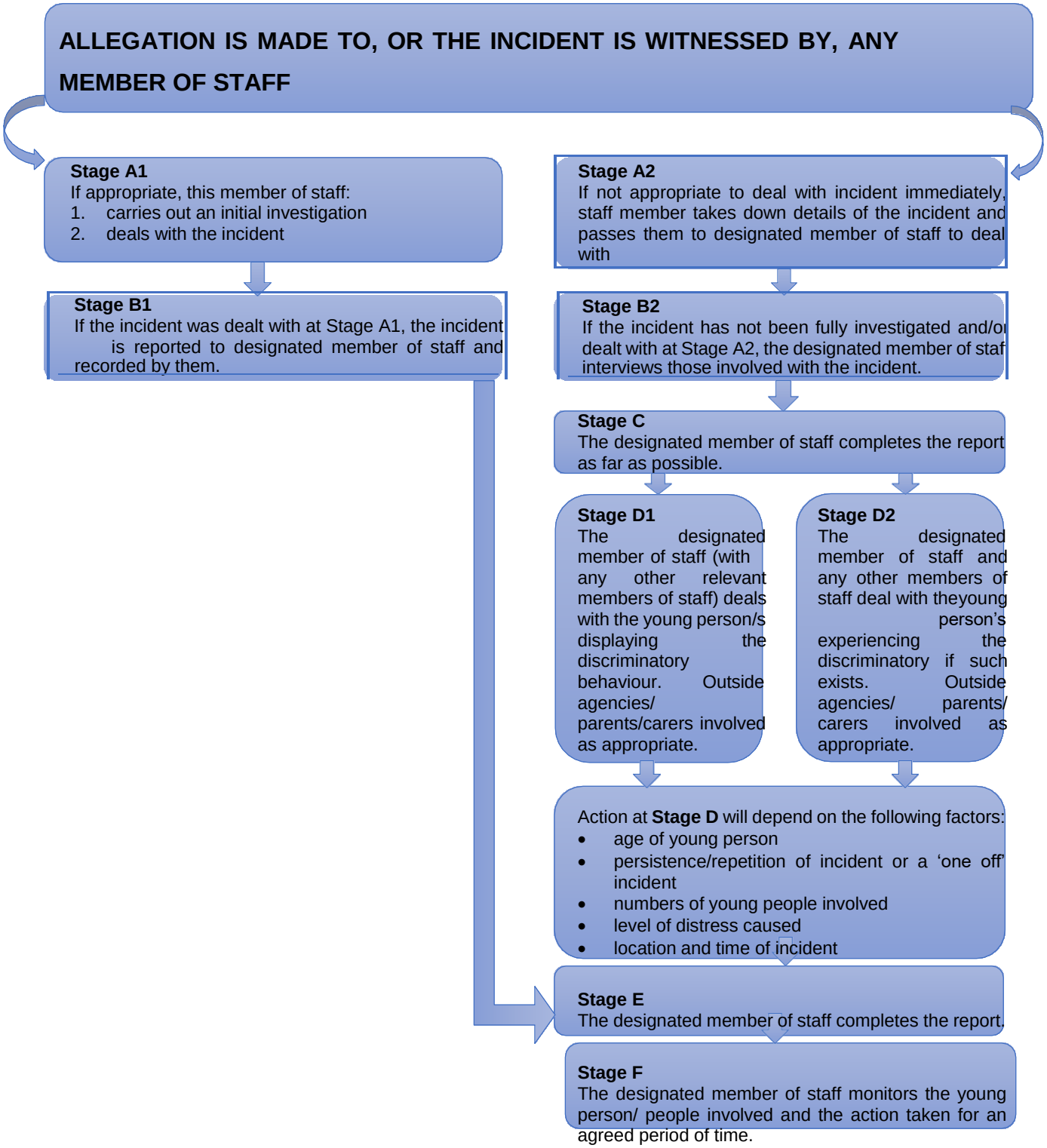
Website	Description
www.enable.org.uk	Scotland's charity for learning disabilities who campaign to stop discrimination and inequality and ensure that people who have learning disabilities are regarded as equal members of society.
www.changingfaces.org.uk	A charity for people and their families, who are living with conditions, marks or scars that affect their appearance.
www.enquire.org.uk	Information for young people with additional support needs and their families.
www.samh.org.uk	The Scottish Association for Mental Health (SAMH) which provides help, information and support everyone.
www.lgbtyouth.org.uk	Community based organisation for lesbian, gay, bisexual and transgender people. Offering advice and support for young people.
www.stonewallscotland.org.uk	Stonewall Scotland works to achieve equality and justice for lesbian, gay, bisexual and transgender people.
www.zerotolerance.org.uk	Zero tolerance is a charity to tackle the causes of men's violence against women.
www.soscn.org	The Scottish Out of School Care network is a charity focused on promoting and supporting the development and maintenance of high quality school age childcare in Scotland before and after school during term-time, and all day during school holidays.
www.youthscotland.org.uk	Youth Scotland is the network of youth groups across Scotland which delivers quality programmes, information, resources, training and support to community based youth work.

Appendix 2 – Suggested Checklist to Support Investigations

CHECKLIST TO SUPPORT INVESTIGATIONS

Who was involved? Is there a young person experiencing bullying behaviour. If so, who?	
In what way did the young person experiencing bullying behaviour suffer?	
How did the incident start? Was it premeditated?	
What is alleged to have happened, from the perspectives of all involved?	
Listen to the individual perspective of all involved.	
When and where did the incident take place?	
Who witnessed the incident?	
Who reported it and when?	
Any background to the incident?	
Any reason for considering this to be bullying behaviour?	
To what extent did the incident affect others?	
What was the response of the young person(s) experiencing bullying behaviour?	
What does (do) the young person(s) experiencing bullying behaviour wish to see resulting from the investigation?	

Appendix 3 – Suggested Procedure Flowchart



Appendix 4 – Proforma for the Recording of Incidents of Bullying Behaviour

PUPIL INCIDENT REPORT FORM (INFORMATION THAT WILL BE REQUESTED):

PEOPLE	Who is involved in the incident(s) being reported; did anyone witness this behaviour?
IMPACT	The feelings, emotions, and wellbeing of the person experiencing bullying behaviour
BEHAVIOUR	The nature of the behaviour (could this incident invoke Violent Incidents in Learning settings or Child Protection Guidelines to replace or run in addition to this approach or is it of a criminal nature?)
NATURE	The nature of the bullying behaviour (could this incident invoke Violent Incidents in Learning Setting or Child Protection Guidelines to replace or run in addition to this approach?)
PLACE	Where did the incident(s) take place?
DATE, TIME and DETAILS	When did the incident(s) take place?
ACTION TAKEN	Details of any action taken by ALL staff members dealing with any incidents.

This information will be recorded within the Management Information System (SEEMiS). At present, the format for recording this information is still to be finalised but is expected to be found in the Bullying and Equality Menu, Pupil Incident Report Form Section.

Appendix 5 – Safeguarding and Child Protection Flow Chart

Appendix 6 – Prejudice Based Bullying

1. Asylum Seekers and Refugees

There are numerous myths and misconceptions around asylum seekers and refugees which require to be challenged. Workers and families from the EEC are also often mistakenly spoken of as asylum seekers. Asylum seekers and refugees are more likely to become targets of abusive comments and hostility when there is a period of economic decline. Comhairle Nan Eilean Siar does not presently have asylum seekers and refugees as in other parts of Scotland; however, given misunderstandings about this group, it is worth being prepared to deal with such prejudice based bullying if it occurs. Bullying behaviours can range from verbal abuse to deliberate physical attack. Children and young people in this group can become socially isolated. They may have come from circumstances which have led to a lack of trust for authority and they may not wish to tell their parents when they are being bullied for fear of adding to their worries.

Further advice and resources can be found at www.scottishrefugeecouncil.org.uk

2. Body Image

Bullying on the grounds of body image is prevalent. Children and young people who have a condition, injury or illness that makes them look 'different' can be especially vulnerable to appearance-related remarks and bullying behaviour.

Presentation of issues about body image in the mass media exacerbates to this problem. A child or young person who is noticeably over or underweight may find themselves particularly vulnerableto bullying behaviour which can take a variety of forms including name-calling, mimicry of eating habits or perceived eating habits, demeanour or physical agility, nasty comments about clothes andgeneral appearance and/or covert photos being taken when changing for PE. Children and youngpeople can develop poor eating habits and eating disorders as a result.

Strategies for challenging Body Image Bullying could include:

- Making explicit reference to body image bullying within the schools anti bullying policy.
- Addressing body image bullying within the PSHE/Health and Wellbeing and Citizenship Curriculum
- Promoting a range of body images in a positive manner across the school curriculum.
- Developing skills and strategies to challenge and deal effectively with prejudicial language.

Further information and guidance is available for facial disfigurement advice from Changing Faces.

3. Disablity

Disabled children and young people with Additional Support Needs may be at greater risk of being bullied. Their Additional Support Need may involve obvious physical differences from the norm, difficulties in understanding and contributing to social interactions, delay in or reduced academic progress, all of which may be used as a basis for bullying behaviour by others they encounter.

Some children and young people with Additional Support Needs may not be able to communicate experiences as well as others.

There is also increasing evidence that more able children and young people may be targeted because of their levels of achievement and/ or their involvement in out-of-school initiatives.

Strategies for addressing bullying of children and young people with additional support needs might include:

- Making explicit references to the bullying of children and young people with additional support needs in the Anti-Bullying and Equal Opportunities Policies.
- Maintaining good communication among staff, children and young people and parents around specific needs or behaviour exhibited by specific children – dissemination of this information would need to be handled sensitively, exercising professional judgment.

- Ensuring responses to children and young people with additional support needs from staff do not stigmatise them or lead to unfavourable comparisons being drawn with others.
- Raising awareness about additional support needs and related issues through the PSHE/Health and Wellbeing and Citizenship curriculum and through the informal curriculum and school ethos.

4. Homophobic

Homophobic bullying targets a victim on account of his/her actual/perceived sexual orientation. Children and young people may also be affected by of bullying behaviours as a result of their parent's or carer's perceived or actual sexual orientation.

Homophobic bullying may involve physical, non-physical, direct and indirect bullying behaviours. Unwitting behaviours also contribute to a climate in which homophobic bullying occurs. Homophobic bullying may also include the use of consciously offensive and discriminatory language e.g. calling someone 'gay', spreading rumours that cause an individual's real or perceived sexual orientation to be ridiculed, questioned or insulted.

Strategies for addressing homophobic bullying might include:

- Attaching a high profile to anti-prejudicial values within the context of the school ethos, including a commitment to work that explicitly challenges homophobic attitudes. Work on homophobia within PSHE and Citizenship.
- Including statements on homophobic bullying in Anti-Bullying and Equal Opportunities policies.
- Committing training time for staff to build their confidence in tackling homophobia and providing practical training around challenging homophobic bullying behaviour.
- Developing links with outside agencies to offer expertise to school and to offer advice and support to students experiencing issues around their developing sexuality.
- A toolkit to support schools is available from Education Scotland – Dealing with Homophobia and Homophobic Bullying in Scottish Schools – Toolkit for Teachers

5. Looked After Children

Looked after and accommodated children and young people can be particularly vulnerable to bullying behaviour. In many cases there will not be a stable support network to help them deal with the problem. It is recognised that we all have a major part to play in ensuring that children in care are healthy, happy, safe and successful.

Looked after and accommodated children and young people may have very similar experiences of bullying behaviour to other children and young people, but often the bullying behaviour will focus directly on the fact that they are looked after, as well as another number of reasons:

- regular changes in schools where they are placed which can make forming friendships difficult
- poor relationships 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
- a heightened sense of privacy

Anyone who is seen as 'different', children and young people who are looked after and accommodated may receive unwelcome attention stemming from their circumstances. Sometimes the behaviour of other pupils is the result of curiosity expressed inappropriately. On other occasions these situations can become more unpleasant, and could develop into bullying behaviour. Children who are looked after away from their home authority but continuing to attend school in their home authority may not be able to access after school clubs and social events easily and this could result in further isolation.

Children and young people react differently in these situations, depending on how they feel at the time, or what personal resources or skills they have to draw on. They might ignore taunts, or else stand up to people, or they might get angry and lash out. Some children and young people describe experiences of reacting physically to bullying behaviour, as a result of frustration at lack of support

in the school, and finding the situation has escalated to such an extent that it leads to exclusion or truanting.

Children and young people who are looked after may be reluctant to tell anyone they are experiencing bullying behaviour for a number of reasons. They may not trust adults or may have a distrust of authority. Previous experience may make them feel that they will not be believed or that no action will be taken. They could be concerned that they will be seen as the perpetrator. As with other forms of bullying behaviour, children and young people may be exhibiting behaviour which they feel is indicating that they are being bullied but the adults around them may not pick up on this. Changes in behaviour may be put down to stress about reviews or other events in the life of a looked after and accommodated child or young person. They may not wish to highlight their looked after situation or 'rock the boat' especially at the start of a new placement or during a successful placement. Their previous life experience may have given them a heightened sense of self-reliance and independence so that they do not ask for help.

All staff should work collaboratively to ensure that looked after children and young people do not experience additional stress caused by bullying behaviour.

Strategies for addressing bullying behaviour against young people who are looked after could include:

- Making explicit references to the bullying of students who are looked after in the Anti-Bullying and Equal Opportunities Policies.
- Maintaining good communication among staff, pupils and carers – dissemination of this information would need to be handled sensitively, exercising professional judgment.
- Ensuring responses to pupils who are looked after from staff (teaching and non-teaching) do not stigmatise or further isolate.
- Raising awareness about the various different forms that families can take through the PSHE/Health and Wellbeing and Citizenship curriculum and through the informal curriculum and school ethos.

6. Racial Bullying

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

Race Relations (Amendment) Act 2000

Racist bullying can range from name calling and verbal taunts to physical attacks and involves the aggressive targeting of an individual/ individuals on the grounds of their perceived racial culture and national or religious identity. Not only is this behaviour unacceptable within a school context it is also unlawful.

Essential and immediate action includes recording and reporting of racist incidents by staff. Strategies for addressing racist bullying might include:

- Linking anti-bullying policies with the provision of the Equality Act 2010
- Commitment to staff training, teaching and non-teaching, around understanding and promoting diversity and equality and how to deal effectively with racist incidents.
- Ensuring the PSHE /Health and Wellbeing curriculum includes anti-racism
- Promoting good home-school liaison that ensures minority ethnic parents are guaranteed equality of access to procedures.

7. Sectarianism, Religion and Belief

Sectarianism is distinct from prejudice between different religions. This should be recognised in all relevant policies in relation to equality and diversity. A denomination or 'sect' is a division or grouping within a faith, for example, Protestants and Catholics within Christianity, Sunni and Shia within Islam, and Orthodox and Reform within Judaism. Denominations within one faith share the same basic (fundamental) elements of the faith but they have differing practices or differing interpretations of specific elements of the faith.

Some children are brought up with the example that sectarian attitudes are acceptable. However, open discussion about sectarian language and symbols can help to challenge many of the historical

and cultural myths which encourage sectarian attitudes and behaviour. Such attitudes and behaviours must be constantly challenged. Listening to their children and young people's experiences and highlighting potential consequences can encourage a positive change in behaviour.

Strategies for addressing religious and sectarian bullying might include:

- Making explicit references to religious and sectarian bullying in the Anti-Bullying Policy.
- Raising awareness about religion and related issues through the PSHE/Health and Wellbeing, Citizenship and Religious Education programme.
- Incorporate resources from Education Scotland website into school programmes
- Nil by Mouth is a registered Scottish Charity its sole purpose of achieving a society free from sectarianism where cultural and religious diversity is respected and celebrated by everyone.

8. Sexism and Gender

Gender bullying is widespread and impacts on both females and males. The proliferation of particular gender stereotypes and the experiences some children have of relationships between adults of both genders, including those that might be abusive, can contribute to gender bullying.

- Behaviour associated specifically with gender bullying may also include:
- abusive name calling
- use of sexual innuendo and unwanted propositioning
- graffiti with sexual content
- spreading rumours questioning sexual reputation

Be clear that gender bullying should not be mistaken for sexually aggressive behaviour. Strategies for addressing gender bullying might include:

- Making explicit reference to gender bullying within the schools' anti-bullying policy.
- Addressing gender bullying within the PSHE and Citizenship curriculum.
- Promoting positive images of both girls and boys in non-traditional and non-stereotypical roles in the formal and informal curriculum.
- Skills and strategies to deal effectively with prejudicial language and the impact of that language on all aspects of diversity and equality

9. Social and Economic Status

Bullying due to social and economic status can take place in any group no matter how homogeneous. Even small differences in perceived class/family income/ family living arrangements/social circumstances or values can be seized upon by some young people and used as a basis for bullying behaviours, Including:

- Name calling (of pupil or family members)
- Rumour spreading
- Graffiti regarding pupil or family members
- Shunning
- References to lack of or over attention to personal hygiene (real or imagined)
- Mockery of speech patterns /belongings/clothes/ felt to reflect differing social economic status

Such behaviours can be low key and insidious and become widespread through those considering themselves to be in the dominant social economic group or class. It is important to remember that this form of bullying can equally be of a pupil from a social economic group perceived as higher earning/ believing itself socially superior to the majority. Strategies might include:

- Making explicit references to bullying for reasons of social and economic status in the school anti-bullying policy.
- Addressing bullying for reasons of social and economic status within the PHSE/Health and Wellbeing curriculum of the school
- Promotion of values other than those of consumerism across the curriculum.
- Maintaining good communication between parents and staff re pupils in difficult/changing social and economic circumstances.
- Sensitive handling and good communication between staff of information re children in difficult/changing social and economic circumstances.

- Respectful challenge of use of prejudicial terminology related to social and economic status by pupils and staff.

10. 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 has issues with the misuse of drugs or alcohol.

Young carers are at risk of bullying behaviour 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. This can make it difficult to form relationships, hinder successful transitionsor lead to educational difficulties.

Young carers may find themselves being bullied because of the differences or perceived differences in their family circumstances. A child who has the burden of all the household tasks may find it difficult to maintain a high level of personal presentation. The family may have a very low income which affects the opportunity to take part in activities which have to be paid for, and may impact upon the child or young person to be able to 'fit in' with fashion and labels or have the latest mobile phone. Again, such a young person may be reluctant to speak about bullying to prevent drawing further attention to themselves. If they are being questioned about attendance and timekeeping, they may not wish to confide in staff, especially if they feel this will result in additional stress for their parent. They may have a strong sense of self-reliance and independence as a result of their caring responsibilities or place low priority on their own needs. Strategies might include:

- Addressing different kinds of families and responsibilities within the PHSE/Health and Wellbeing curriculum of the school.
- Sensitive handling and good communication between staff of information re children who are young carers.
- Being vigilant about children who may be under the pressures of being a young carer and addressing these concerns sensitively

Appendix 7 – Prejudice Based Bullying

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