

## Anti - Bullying

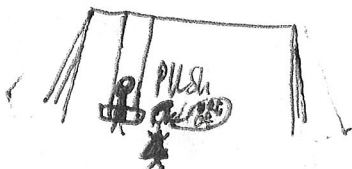
- 3. Be a kind person!
- 6. Understand others who need help!
- .. Look to help people who are getting bullied!
- .. Listen to those who need help!
- you can stop Bullying!
- Its not your fault!
- Not OK!
- Go And tell a Adult!

Bullying can be  
very unkind

tell som one if  
your being bullied!

You should understand  
those who are getting  
bullied help them out

Don't Push

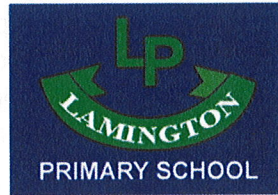


DO NOT  
Bully





## **LAMINGTON PRIMARY**



### **A PLACE WHERE EVERYONE STRIVES TO BE THE BEST THEY CAN BE**

**The core values for our school community are:-**

**Responsibility, Caring, Fairness, Respect and Honesty**

#### **Rationale**

In Lamington Primary School we want our pupils to feel safe, and secure and able to build positive relationships with their peers and with adults. To do this we aim to provide a supportive environment that promotes mutual respect. Bullying behaviour can impact on wellbeing and can affect participation, attainment and inclusion. We strive to ensure a holistic approach to build capacity, resilience and skills in pupils to prevent and deal with bullying.

Our policy on anti-bullying is consistent with South Lanarkshire Council Education Resources guidelines "Treat Me Well ", The Getting it Right for Every Child (GIRFEC) national approach in Scotland, Equalities legislation, regulations and guidance and The United Nations Convention on the Rights of the Child where bullying behaviour is a breach of the Convention.

#### **Aims**

- to ensure that all children are free to learn in a safe and secure environment, without fear of bullying
- to ensure a shared understanding of what bullying is
- to develop a partnership approach to bullying with staff, pupils and parents all playing their part
- to promote a positive ethos at Lamington Primary that fosters resilience and self-esteem for our pupils
- to equip children with the necessary skills to recognise and tackle the problems associated with bullying, both in school and in the world outside.
- to support children who have experienced bullying behaviour
- to help those who have participated in bullying to recognise the causes and consequences of their behaviour



## What is bullying?

To tackle bullying, we need a clear definition of what it is. The definition used for the purposes of this policy is:

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as 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. This behaviour happens face to face and online. (RespectMe, 2015)

Respectme 2023 reminds us that **You don't have to like me, agree with me or enjoy the same things I do...but you do have to respect me.**

Children will naturally fall in and out of friendships in the course of growing up. At times pupils may need support to resolve conflicts. Disagreements or conflicts can be relatively minor and short-lived but unresolved conflict could lead to bullying. It is important to recognise and acknowledge bullying behaviours so that it can be identified when it happens.

Bullying behaviours can include

- being called names, teased, put down or threatened (face-to-face and/or online)
- being hit, tripped, pushed or kicked
- having belongings taken or damaged
- being ignored, left out or having rumours spread about you (face-to-face and/or online)
- sending abusive messages, pictures or images via text, emails, social networking sites, gaming platforms or messaging apps
- making people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- targeting someone because of who they are or who they are perceived to be (face-to-face and/or online)
- prejudiced-based bullying based on an individual's actual or perceived identity. It can be based on characteristics unique to a child's identity or circumstance.

The protected characteristics which apply directly or indirectly to pupils in school are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race, ethnicity or nationality
- Religion or belief, including sectarianism
- Gender, including sexism
- Sexual orientation, including homophobia, biphobia or transphobia

<https://respectme.org.uk/bullying/prejudice-based-bullying/>

## **Developing a Positive Ethos**

At Lamington Primary, we believe that by working with pupils, parents and staff to build a strong school community with shared values, we can minimise the occurrence of bullying. We have a variety of strategies to promote positive behaviour:

- whole school community modelling positive relationships that are respectful, nurturing and caring informed by attachment informed and trauma sensitive practice
- Rights Respecting Schools Award
- classroom, playground and dining charters
- activities to mark the annual Anti Bullying Week
- regular whole school assemblies to share success and recognise individual achievement
- emphasis on teamwork
- playground supervisors who are vigilant for any signs of bullying
- the encouragement of co-operative play from an early stage
- an active Pupil Parliament to reflect pupil opinion and help shape decision-making
- a comprehensive Health and Wellbeing programme which fosters emotional health and helps equip pupils with the skills to avoid and combat bullying.

## **Handling Bullying Incidents**

We recognise that, in spite of our best efforts to promote positive behaviour, incidents of bullying can still occur. Fundamental to our policy on bullying are the following principles:

- All bullying is unacceptable, regardless of any excuses that are given to justify it.
- Every incident of reported bullying will be investigated fully.
- It is the shared responsibility of every member of staff, parent and pupil to eliminate bullying at Lamington Primary.

### **School Staff will:**

- take immediate action
- establish the facts of an incident – is it bullying? (Appendix 1)
- report all incidents of bullying or suspected bullying to the HT/PT
- record and report all cases of bullying in line with SLC procedures

### **The Head Teacher will:**

- fully investigate and speak to all concerned (Appendix 1)
- involve parents at an early stage
- be sensitive to the feelings and fears of the person experiencing bullying
- work with all concerned to find solutions, restore self-esteem and prevent further incidents
- enlist the help of specialist staff where necessary
- monitor pupils involved to ensure that the situation is resolved
- maintain appropriate records through the SEEMiS Bullying and Equalities Module and pastoral notes (see Appendix 2- flow chart)

### **We would like parents to:**

- stress the importance of sociable behaviour
- actively support our anti-bullying policy by discussing this with their children
- be open-minded and establish the facts of an incident  
*Is it bullying or 'falling out'? Are there two sides to the story?*
- notify the school as soon as possible about bullying incidents  
*Don't wait for things to resolve themselves. We are here to help!*
- work in partnership with us to resolve the situation  
*We want every child at Lamington Primary to feel safe and secure.*
- encourage their child to tell someone about bullying incidents  
*The sooner we know about a problem the sooner we can sort it out.*
- monitor their child's use of social media and messaging

### **We would like children to:**

- tell a teacher, parent or friend if they are being bullied
- remember that it is not their fault  
*Bullies act the way they do because they are unhappy or have problems that need to be sorted out.*
- tell an adult as soon as they can if they see someone being bullied
- remember that bullying can be fixed  
*If everyone works together it will stop.*  
<https://respectme.org.uk/page-3/what-are-my-options/>

### **Changing behaviours and attitudes**

Every incident of bullying is different, but we will react firmly and promptly when bullying is identified. A range of sanctions are available. These include:

- being kept in school under supervision at intervals
- withdrawal from activities such as football or extra-curricular clubs
- working with parents through behaviour charts etc.
- exclusion from the classroom, undertaking class work with PT/HT
- Very severe cases may warrant serious measures such as temporary suspension from school or exclusion, but this is extremely rare.

Research shows clearly that restorative practice and counselling are more effective in dealing with bullying than sanctions. Our aim is to determine the cause of the behaviour and ensure that it stops permanently, so that the person experiencing bullying behaviour can feel safe and secure.

We recognise that the needs of the person experiencing bullying are paramount and use a range of supports that may include:

- peer support
- support network including members of staff
- specialist intervention

## **Useful Resources**

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

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

[www.ceop.police.uk](http://www.ceop.police.uk)

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

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

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

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

## **Appendix 1**

### **Talking to children and young people who are experiencing bullying behaviour:**

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

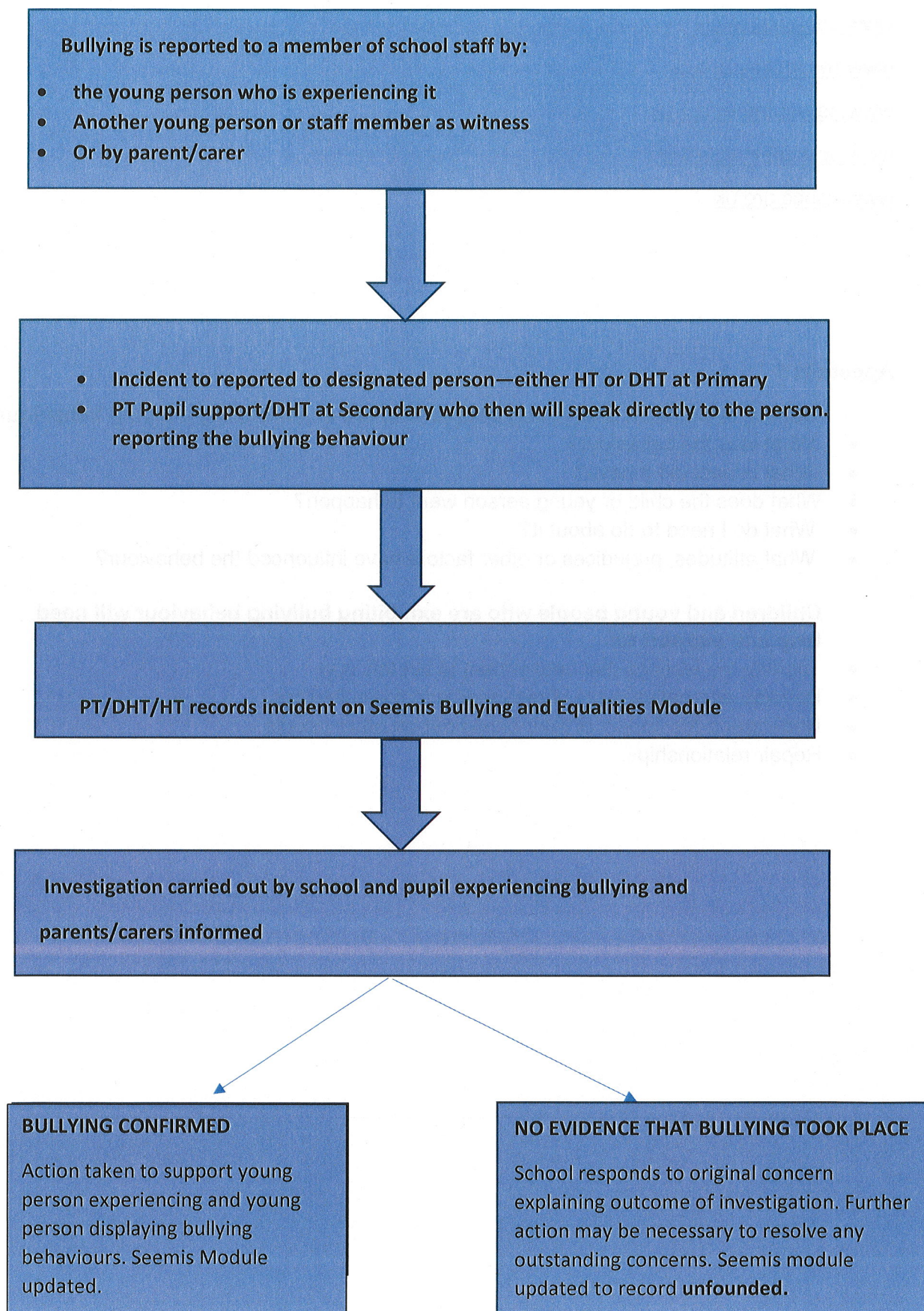
### **Children and young people who are exhibiting bullying behaviour will need help and support to:**

- Identify the feelings that cause them to act this way
- Develop alternative ways of responding to these feelings
- Understand the impact of their behaviour on other people
- Repair relationships.



## Appendix 2

### Recording of Bullying Incidents Updated Guidance August 2023





## Appendix 3 v2 (to fit seemis template)

### Pupil Incident Log

#### Basic Information

##### Who is involved?

(Person Experiencing)

--

(Person Displaying)

--

##### Where did the incident take place?

--

Time of incident:

Reported by:

Reported incident to:

##### Details of incident

Who is experiencing? Who is displaying?

##### Nature of incident

--

**Conclusion:**

--

**Being addressed**

**Resolved**

**Not resolved**

**Unfounded**

**Monitor/Review:**

**Reviewer:**

**Date:**

**Completed:**

	Person Experiencing	Person Displaying
Do they feel their concerns were listened to?		
Do they feel satisfied with the outcome?		
Parent/carer are satisfied with the outcome,		
Restorative action has taken place?		





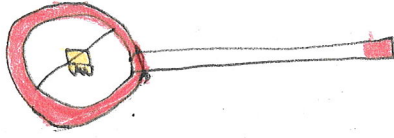
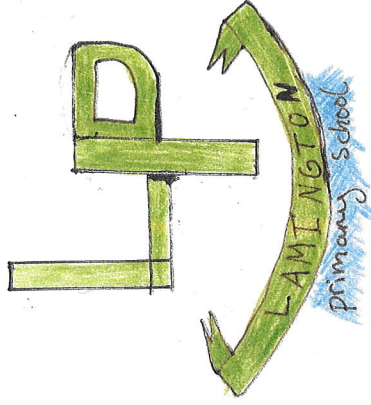
# ANTI-BULLYING



- Encourage
- be kind
- be a good friend
- talk to someone

Be a buddy!  
**NOT** a Bully!

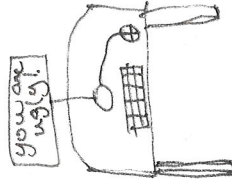
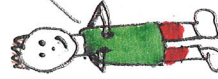
- Talk to someone
- Be a good friend
- include everyone
- Encourage
- Say kind words



## Anti-Bullying

Speak up  
 if you  
 are being  
 bullied

Bully



don't Bully

Stay Sase

2023

