

Cairney School



ANTI BULLYING POLICY

August 2016

Introduction

‘Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.’

(A Curriculum for Excellence, Health and Wellbeing, Principles and Practice.)

At Cairney School we are committed to providing a caring, friendly and safe environment for all our pupils to become successful learners, confident individuals, responsible citizens and effective contributors in a positive and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **telling** school. This means anyone who knows that bullying is happening is expected to tell an adult.

Rationale

Bullying at school can have a profound effect on children’s lives and can have a lasting effect on them into adulthood. Everyone has a right to feel welcome secure and happy. It can undermine pupils’ self esteem and confidence and sometimes result in them becoming bullies themselves.

Aims

- To promote excellent behaviour at Cairney School by following the Golden Rules in school and in the playground.
- To develop trusting and positive relationships within our school community which values, respects and protects the rights of each of its members to work and learn within a safe and secure environment.
- To foster trust amongst members of the school community so that bullying incidents are reported, discussed and dealt with appropriately.
- To encourage active parental support.

What is bullying?

Bullying is **repeated** behaviour that uses power to hurt, frighten or cause distress; it can happen on the way to school, in class or in the playground. Bullying behaviours can include emotional bullying, verbal bullying, physical bullying, cyber bullying and racial bullying.

Roles and Responsibilities

The role of the child

- To be safe, secure and happy in their learning environment.
- To allow other children to be safe, secure and happy in their learning environment.
- To share worries about themselves or others with a trusted person or through school ‘worry box’.
- Use skills they have learned to be assertive about their own wellbeing.
- To ignore or walk away from situations that make them feel uncomfortable or upset and tell An adult.

The role of the parents/carers

- Educate their child about the rights and wrongs of bullying, e.g. hurting someone else is wrong, telling an adult is right.
- Encourage their child to talk to them about what has been going on in school.
- Encourage their child to tell a teacher or playground supervisor if they or anyone they know

is experiencing difficulty in or out of school.

- Watch out for signs of stress – headaches, sore stomachs, reluctance to come to school.
- Investigate if toys or money go missing.
- Take an active interest in friendships and out of school activities.
- Supervise situations where bullying may occur – e.g. walking to and from school.
- Report bullying incidents to the school
- Support their child through any incident of bullying.
- Support school and the decisions made to resolve incidents of bullying.
- Understand that school will be working with and supporting both parties involved.
- Talk to school and work together to resolve incidents of bullying.

The role of adults in school

- Promote a safe, secure, and happy learning environment.
- Look out for pupils showing possible signs of bullying.
- Reinforce the rights and wrongs of bullying e.g. hurting someone is wrong, telling an adult is right.
- Apply the school's behaviour policy consistently.
- Support both parties in any incidents of bullying and work promptly and effectively with parents.
- To support or teach anti-bullying through Circle Time, assemblies, class discussion, promoting the Golden Rules, workshops and role play and class visitors such as the Police Liaison Officer.

The role of adults in the playground

- Be aware of isolated children – try to involve them in games etc.
- Watch 'rough and tumble' play.
- Monitor isolated spots in the playground.
- Never ignore aggressive or bullying behaviour
- Remove victim from scene in case of bullying behaviour.
- Incidents causing concern must be reported to Head teacher
- Persistent incidents must be reported to Head teacher
- Help children decide if it is a 'big' or 'little' deal.
- Listen to both sides calmly

The role of the Head teacher

- Establish a clear understanding that bullying is not acceptable.
- Ensure that all staff are aware of and implement the anti-bullying policy.
- Promote a safe, secure and happy learning environment where children feel that they are important and belong to a friendly and welcoming school.
- To monitor bullying through the pupil council and pupil consultation.
- Take bullying incidents seriously and deal with them promptly.

Providing an environment where everyone is safe, respected and included.

1. Ensuring a safe and supportive school environment where children know we will prevent bullying

- Whole school working to promote the Golden Rules as per behaviour policy.
- Teaching and learning experiences promoting positive relationships, social skills and resilience.
- Monitoring of bullying and regular review of policy and procedures.

- Playground environment recognised as important factors in preventing potential bullying situations and support staff recognised as key in developing social skills and encouraging positive relationships.

2. Knowing what bullying is and recognising when it is happening. Supporting those involved in stopping the bullying as quickly as possible

- Teaching children how to challenge bullying and support victims and bullies
- Recognising the possible signs of bullying and intervening promptly.
- Adult and peer mediation as a non-violent way of resolving bullying.
- Pupils should always feel they can have incidents listened to/dealt with privately with a trusted member of staff. Pupils have access to school worry box to share concerns.

3. Managing incidents that have serious impact on individuals or the school

- Staff handle less serious 'little deal' incidents consistently according to behaviour policy
- Staff reporting serious or persistent 'big deal' incidents to HT
- Records kept of serious incidents (Appendix 1 Bullying Report Form) and parents kept informed.
- Monitoring and review of reported bullying incidents.
- Referral to specialist staff such as Educational Psychologist, Huntly Cluster I & P teacher for persistent bullying behaviours.

How do we deal with bullying?

- **Investigate** by listening to victim, the bully, and any witnesses.
- **Record** the incidents and the action taken promptly. Complete Bullying Report Form, pass on copy to HT. The school will monitor patterns of bullying.
- **Deal** with the incident through the behaviour policy procedures.
- **Support** the pupils involved.
- **Resolve** incident and review.

References

A Curriculum for Excellence, Building the Curriculum 1

A Curriculum for Excellence, Health and Wellbeing, Principles and practice

<http://bullying.co.uk>

www.antibullying.net

www.anti-bullyingalliance.org.uk

www.antibullyingweek.co.uk/

www.kidscape.org.uk

www.bullyfreezone.co.uk/

Cairney School



Bullying Report Form

Member of Staff:

Date:

Pupil Name:

Class:

Who else is involved?

Name:

Role:

Discussion/Outcomes

Action agreed/taken:

Review date:

ANTI BULLYING POLICY

Date of original policy: AUGUST 2016

Revision No.	<i>Details of Change</i>	<i>Date</i>
1	Consultation with staff	August 2016
2		
3		

Do you have any comments to make regarding this anti-bullying policy?

Signed _____ Date _____

Name (please print) _____

Please tear off and return to the Head teacher Cairney School