

Anti-Bullying Policy

John Logie Baird Primary School, Learning Centre & ELCC





1. School Context and Policy Aims:

At John Logie Baird Primary, our vision is to 'nurture and inspire all to reach their full potential'. Our school values uphold the expectations we have across our school community, promoting respect, healthy relationships, equity, ambition and responsibility. Throughout our school community, we celebrate a diverse range of families from a variety of ethnicities, religions and cultures. Together, our vision and values underpin our aim to ensure all children work and play in an environment in which they feel valued, respected and safe and are free from any form of bullying or discrimination.

We hope that this Anti-Bullying Policy will be a useful and helpful resource for staff, children, parents/carers and partners. Its importance should be recognised in the context of Argyll and Bute's shared vision of 'together we realise ambition, excellence and equality for all' (Our Children, Their Future).

In line with Argyll and Bute's Anti-Bullying policy, we aspire to make our community the best place in Scotland for children to grow up and for families and young people to live and work. We believe that the best environment for our children and their communities to flourish and to achieve excellence, is one that promotes inclusion, celebrates diversity, embraces equality and places the rights of children at the heart of its ethos and culture.

The rights of children to be cared for and kept safe, and to have a meaningful say in their lives underpins all of our policy and practice. Bullying is a children's rights issue. Every child in Argyll and Bute has a right to be free from fear, discrimination, intimidation, harassment and social exclusion.

When a child or young person experiences bullying, the following rights as enshrined in The United Nations Convention on the Rights of the Child (UNCRC) are compromised:

- The right to 'protection against discrimination' (Article 2)
- The right to 'protection against all forms of violence – including physical or mental violence' (Article 19)
- The right to 'be kept safe from harm' (Article 19)
- The right 'to be given proper care by those looking after them' (Article 19)
- The right 'to contribute meaningfully to the decisions and circumstances that affect their lives' (Article 19)
- The right 'to an opinion and for it to be listened to and taken seriously' (Article 12)

At John Logie Baird, we strive to place children's voices at the heart of our school ethos and curriculum, encouraging children to have a greater voice to promote positive relationships and respectful behaviour. We are very proud to have achieved our 'Rights Respecting Schools'



Bronze Award and are working towards achieving the Silver Award. Our Pupil Council, 'Voices in Primary' play an active role, making decisions for the school alongside our Parent Council.

We remain vigilant and committed to the prevention of bullying through pupil surveys, effective tracking and monitoring, as well as teaching programmes related to wellbeing, diversity, nurture and healthy relationships. Trauma informed practice also allows us to be aware that children who display bullying behaviour may have underlying problems that need to be addressed.

2. Definition of Bullying

Bullying should never be viewed as a normal or inevitable part of growing up. Adults are not expected to be the subject of abuse by colleagues or friends, therefore it should not be any different for children.

John Logie Baird has adopted the national definition of bullying, as set out in 'Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People':

"Bullying is face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in"

"The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out."

Bullying behaviour can include the following:

- 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 on social media, online gaming platforms or phones/tablets.
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online).
- Being targeted because of who you are or who you are perceived to be (face to face and/or online).
- Increasing the reach and impact of bullying or prejudice through the recruitment and/or involvement of a wider group.

3. Differentiating Bullying from Conflict:

We recognise that it is important for children to discuss how they feel and to help them develop the social competence and communication skills needed to help them to manage their relationships. We know that children will fall out and disagree with each other as they form and build relationships. This is not considered to be bullying; this is considered to be a normal part of growing up. Our approach to conflict resolution is centred round restorative discussions and equipping children with strategies to move forward in the form of a problem-solving wheel.



It may be possible to differentiate conflict from bullying by having regard to the relationships and dynamics involved. Conflict is normal and can happen in healthy, happy, equal relationships. Usually at least one party involved does not want the conflict to continue unresolved, and will try to take early action to make amends and improve the situation. 'Healthy relationship' conflict is not the same as bullying and is unlikely to lead to bullying as the people involved have a vested interest in restoring equilibrium and staying connected to each other.

4. Preventing and Responding to Bullying:

To create a safe, inclusive and positive environment where it is understood that bullying is unacceptable, the following anti-bullying interventions are in place throughout the school. These interventions are based on mutual respect and inclusive practice, which plays a vital role in maintaining our healthy school culture and ethos.

Interventions for the prevention of bullying behaviour at John Logie Baird:

- Safety and adult supervision is ensured in areas where children congregate, such as the playground, corridors, lunch hall or classrooms.
- Diversity is visibly celebrated through school in the form of signs, displays and photographs.
- National anti-bullying weeks/days are planned for and staff work in collaboration with Police Scotland and Community Police Officers to promote key anti-bullying messages.
- UNCRC Rights of the Child are visible and discussed with children.
- Termly 'Healthy Relationship Surveys' are undertaken by all children. These results form the basis of targeted intervention in the form of Quality Improvement, where daily instances of a targeted behaviour are tracked and monitored for improvement.
- Restorative discussions help children to talk about their feelings, realise the impact of their actions and is a solution orientated approach.
- Nurturing approaches take account of any adverse childhood experiences children may have had to support their ability to form healthy relationships with peers and adults.
- We work in partnership with parents/carers to resolve any issues that arise.

Argyll and Bute's policy on addressing bullying espouses the 'Respect for All' principles and shared vision for Scotland's children and young people:

- 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;
- Children and young people, and their parent(s) will have the resilience to prevent and/or respond to bullying appropriately;
- Every child and young person who requires help will know who can help them and what support is available; and
- Adults working with children and young people will follow a consistent and effective approach in dealing with and preventing bullying from Early Learning and Childcare onwards. (Respect For All: A National approach to bullying Scottish Government, 2017 p7)



5. Equality Duties:

Our policy upholds the statutory equality duties, related to the protected characteristics listed in the Equality Act (2010):

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

At John Logie Baird, we are dedicated to reflecting and celebrating the diversity within our school community and are committed to reduce the bullying of children who are from protected groups, as clearly stated in Argyll and Bute's Equality Outcomes for Education:

1. We do not tolerate bullying and harassment of people from protected groups
2. The gap in educational attainment between people with and without protected characteristics is reduced. (Argyll and Bute Council Equality Outcomes, 2019 to 2023)

6. Expectations and Responsibilities of Children, Parents/Carers and Staff/Partner Agencies:

Argyll and Bute Council detail what they expect of children, parents/carers and staff/volunteers. At John Logie Baird, we uphold the council's expectations and endorse children's rights to feel safe and be free from bullying by ensuring the following:

Children and Young People:

- Be aware of the school's anti-bullying policy
- Be able to express their views in matters that affect them, and for these views to be given due weight
- Avoid engaging in bullying behaviour and should watch out for signs of bullying among their peers
- Be made aware of the options they have to report incidents of bullying behaviour
- Know that they can speak to an adult to talk about their concerns, when it is safe to do so
- Be encouraged to offer support for those experiencing bullying behaviour
- Respect everyone and promote anti-prejudice views
- Tell an adult they trust if they, or someone else, is being bullied
- Ensure that their voice is reflected in the school's anti-bullying policy.

Parents/Carers:

All parents/carers can actively help to prevent bullying behaviour and support the school endeavours, by:

- Be aware of the school's anti-bullying policy
- Encourage their child to report any bullying incidents to the school
- Model respectful relationships with all members of their community



- Being aware of potential signs of bullying behaviour such as distress, lack of concentration, feigning illness or other unusual behaviour
- Reporting all bullying incidents as quickly as possible
- Being vigilant to dangers online and encourage appropriate use of technology
- Understand that 'fall outs' and disagreements are a normal part of growing up, however bullying behaviour is not
- Seek support from the school for themselves and their child(ren)

Staff/Partner Agencies:

Staff are committed to ensure they:

- Are aware of the school's anti-bullying policy and actively work to implement, monitor and review it.
- Model behaviour which promotes health and well-being and understand anti-discriminatory, anti-bullying and child protection policies
- Establish respectful and supportive relationships with children, parents and each other based on the ethos of the school and which models the expectations of our anti-bullying policy.
- Promote and role model positive relationships and calm, consistent, positive behaviour
- Report any bullying incidents that they have been made aware of or have witnessed
- Record all incidents on SEEMiS which will be monitored by the authority through SEEMiS annual reports
- Listen to children and take their concerns seriously
- Act in accordance with the school values, professional 'Codes of Conduct' and the values and principals of 'Respect for All'
- Ensure that the anti-bullying policy is followed and that they uphold their duty to promote the safety and wellbeing of all children
- Refrain from using labels, e.g. 'bully' and 'victim'
- Engage in anti-bullying policy development and undertake anti-bullying training
- Be vigilant to the signs of bullying behaviour and play an active role in measure to prevent bullying.
- Consider GIRFEC and SHANARRI aims in order to maintain a holistic approach to children's health and wellbeing

7. Respectful Behaviour and Relational Practice:

At John Logie Baird, we demonstrate a clear commitment to promoting and role modelling respectful behaviour by adults in the school or setting. Our school is warm and welcoming and we value the importance of a nurturing 'meet and greet' on arrival at school. Staff visibly focus on positive behaviours in the form of the 'RIP and PIP' strategy (Reprimand in Private, Praise in Public). There is a strong commitment by all staff to ensure children feel safe, respected, included and have their needs understood at school.

Promoting positive relationships between children and adults helps to create a respectful ethos in the school and local community. Furthermore, these positive relations can help to ensure that children feel safe, secure and happy in the school setting, clubs and local community. Promoting positive relationships allow children to have someone that they trust entirely and can speak to when they need some support. This is vital to the wellbeing of children.



8. Labelling

At John Logie Baird, we avoid labelling children as 'bullies' or 'victims' or 'perpetrators' as this can be unhelpful in supporting children to change their behaviour or to recover from the impacts of bullying. The types of language used instead is either 'displaying' or 'experiencing' bullying behaviour. This language is reflected in SEEMiS when recording incidents.

Staff will maintain focus on the behaviour itself and the impact it has had. This helps children to understand what they did, why it was wrong and what is expected from them instead. This allows space to be clear that the behaviour needs to change and to reinforce the behaviour we would like to see instead, in the form of our school values. In turn, this starts to address negative behaviour and build relationships between children.

9. Reporting, Recording and Monitoring

At John Logie Baird, to ensure children are listened to and their concerns are given due weight, we offer a range of safe and simple pathways to report bullying incidents:

- Classroom 'thought box' or 'worry monster' – either anonymous or private reporting of incidents
- Leadership Team – children are aware of the members of Leadership Team and are able to request a meeting with them.
- Reporting to staff – children know who they can go to for help or to report an incident to.
- Parental partnership – we value working together with parents to communicate and discuss any concerns.
- Incidents are recorded on SEEMiS, allowing the school to monitor any incidents of bullying behaviour.

10. Evidence of children's involvement and consultation, in line with their rights, has been included in the policy development process

We have valued the children's involvement in updating our anti-bullying policy as we recognise that this demonstrates respect for their rights. As this is a matter that directly affects them, children and staff have worked together collaboratively to form a stepped protocol to address a targeted form of behaviour, in response to pupil feedback.

We encourage our children to use their voice and share what they feel through the following pathways:

- 'Voices in Primary' – Pupil Council
- Surveys and polls
- Collaboration – children forming protocols and staged interventions with staff
- Qualitative and quantitative feedback from Quality Improvement, targeted behaviour strategies

When updating this policy, we have acted on the following survey feedback from children (June 2024 & Sept 2024), ensuring that these strategies support our approach to anti-bullying:

- ✓ More adults outside
- ✓ Help children to talk about their problems



- ✓ Children to listen to each other better
- ✓ Children to work together more effectively
- ✓ Play together – more teamwork activities
- ✓ Speak respectfully and kindly
- ✓ Have a 'pupil voice' like the Parent Council
- ✓ More outdoor time
- ✓ Make friends and have better relationships

11. Evidence that parents/carers have, in line with their rights, have been included and consulted in the policy development process

At John Logie Baird, we value the contribution, support and feedback from parents/carers to ensure the safety for all children. We encourage collaboration, respectful communication and feedback from all our parents/carers.

When updating this policy, we have acted on November 2023 survey feedback from parents/carers, noting that the following should be considered within our 'reporting, recording and monitoring' processes:

- ✓ Ensure children are confident about who to speak to about an incident. 54% of parents surveyed felt this was the most important aspect to have within our policy.
- ✓ Thorough investigation to ensure problems are solved and to help prevent a re-occurrence of bullying behaviour
- ✓ Share the policy with parents for feedback and to ensure a consistent approach between school and home
- ✓ Children displaying bullying behaviour to understand the hurt caused by their actions
- ✓ Provide an anonymous way to report an incident
- ✓ Ensure parents/carers are aware of any investigations or alleged incidents

12. Evidence that staff have been included and consulted in the policy development process:

We recognise that staff have a direct role in the implementation of this policy and have been part of the consultation process. All staff have a responsibility to ensure that anti-bullying policy is in place to keep children safe.

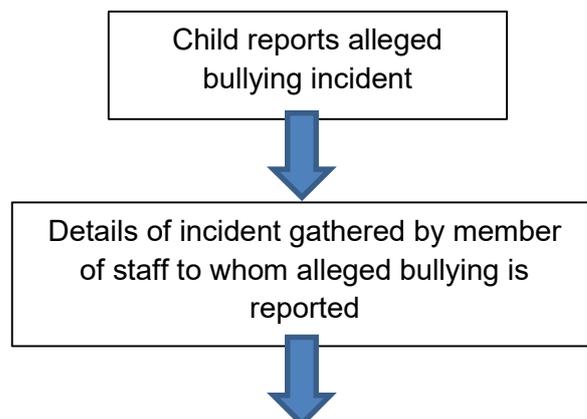
When reviewing our anti-bullying policy, staff survey feedback (January 2024) has been taken into account to ensure the following has been addressed:

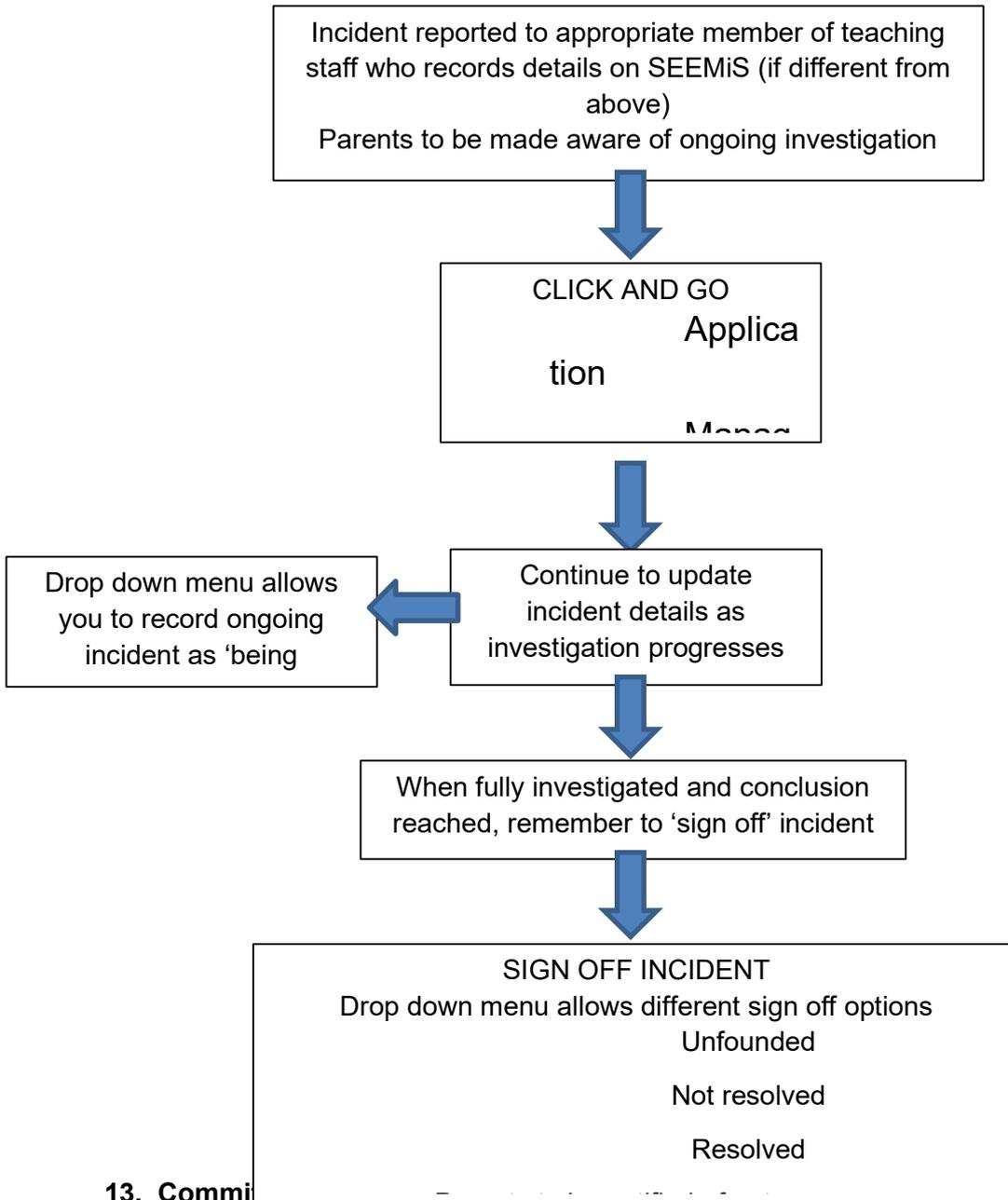
- ✓ Focus on building positive relationships.
- ✓ Refer to Respect Me
- ✓ Clear stepped protocol
- ✓ Explain to children what bullying is
- ✓ Ensure respect, kindness and consistency are the foundations of the policy
- ✓ Clearly explain expectations of staff responsibilities
- ✓ Reference that behaviour can be linked to ASL or trauma



- ✓ Staff to exemplify the behaviours we wish to see from children
- ✓ Importance of relationships, using restorative practices

JLB Anti-Bullying Operational Flow Chart





Anti-bullying training is key to delivering anti-bullying work that is consistent and in step with national guidance in Respect for All.

Free online training can be accessed at www.respectme.org.uk

Scottish Legislation:

The legal framework and policy landscape There are a number of legal obligations on education authorities and schools that must be considered as part of their approach to preventing and responding to bullying.



The United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024 (the “UNCRC Act”)

1. The Equality Act 2010: this Act prohibits discrimination, harassment, and victimisation based on protected characteristics, such as race, disability, and sexual orientation, which can encompass certain forms of online bullying.
2. The Communications Act 2003: Section 127 of this Act makes it an offence to send grossly offensive, obscene, or menacing messages through public electronic communications networks.
3. The Malicious Communications Act 1988: this Act covers the sending of letters or other articles with the intent to cause distress or anxiety, including online communications.
4. The Protection from Harassment Act 1997: this Act provides protection against a course of conduct amounting to harassment, which can include repeated online bullying incidents.
5. The Defamation and Malicious Publication (Scotland) Act 2021: this Act modernises the law on defamation, allowing individuals to seek redress for harm caused by false and damaging online statements.
6. The Abusive Behaviour and Sexual Harm (Scotland) Act 2016: 21 criminalises the nonconsensual sharing of intimate images.
7. The Online Safety Act 2023: creates a number of new offences, including encouraging or assisting serious self-harm, cyberflashing, sending false information intended to cause non-trivial harm, threatening communications, intimate image abuse

Policy landscape This guidance takes account of the wider policy context that supports children and young people’s health and wellbeing. Some of the other key drivers for the current guidance are:

- Getting it Right for Every Child
- National Child Protection Guidance for Scotland 2021 – Updated 2023
- Learning in Health and Wellbeing, including Relationships, Sexual Health and Parenthood (RSHP) Education
- Adverse Childhood Experiences (ACEs) and Trauma
- One Good Adult: Job Description