



Mulbuie Primary School

Developing Positive Relationships and Behaviour

Anti Bullying/Discrimination Policy

September 2015

Introduction

At Mulbuie Primary School we aim to give the children the freedom at break times to learn and develop the skills of how to play with others, form friendships and build resilience. Learning to deal with minor altercations helps to build these vital life skills. Most playground tussles fall into this category and need no/little adult intervention. We are committed to supporting our youngsters develop within an ethos of acceptance and celebration.

School Aims February 2014

1. Belonging

We want our young children to feel a sense of belonging in the community, to develop a respect for their local community and the people in it, to learn tolerance to diversity and acceptance of others and to learn and develop skills to influence change for better in the community.

4. Learning for Life

... We want children to feel motivated, happy and secure and so be able to take responsibility for their actions and their learning, thus giving them skills to make responsible decisions throughout their lives.

Pupils are taught relationship skills and learn to develop skills within the social context through PSD, Circle Times, Online Safety Lessons and citizenship programmes. Emotional Literacy forms a key part of the integrated curriculum and children work towards social targets as well as academic ones. We work restoratively with the pupils whenever possible.

We acknowledge that there are situations where bullying does occur, and this policy outlines strategies used to prevent bullying and racism and the procedures to be followed to if a bullying or racist incident occurs or is reported to have occurred.

At Mulbuie, we also recognise that the winter months are more challenging for pupils as the playground space is reduced to a small Tarmac area.

What are bullying and discrimination?

The Mulbuie pupils' definition is as follows-

'Bullying is meanness that happens constantly or is repeated, and can be verbal, physical, cyber or silent. It can cause feelings of isolation and leave people feeling no good. Racism is a type of bullying. It is when people are called names or hurt because of where they come from or how they look. It could also be based on the religion you follow.'

Examples of Strategies Employed to Minimise Bullying and Racism in Mulbuie Primary

- Playground Leaders
- Buddy systems
- Programmes in Emotional Literacy including Resilient Kids
- Emotional Check In systems
- Circle Time
- Anti-Bullying Campaigns
- Internet Safety lessons including “Thinkuknow” materials
- Discussion/Worry boxes
- Awareness raising at assemblies and through stories
- Lunchtime clubs
- Clear school aims designed and agreed in collaboration with school community
- Implementation of the Health and Well-being curriculum including targeted social skills
- RME curriculum which includes understanding and appreciation of diversity

When to Intervene?

Reported incidents of bullying or racism should be investigated as soon as possible after reporting.

At Mulbuie Primary, we recognise that children have varying levels of resilience, and therefore staff have a duty of care to intervene if an incident is witnessed or reported. Pupils are encouraged to report occasions where they feel threatened or are hurt by others. All such incidents, minor and more serious, are listened to and then investigated and dealt with according to the procedures laid out below.

Who to tell?

At Mulbuie, there is always at least one member of staff in the playground at playtime and lunchtime. In addition, senior children act as ‘Playground Friends’ and receive training in how to help others deal with minor disagreements and when to report more serious incidents. All such incidents should be reported to the Class Teacher, who should pass it to the Head Teacher if it is considered serious or notice it is following a pattern or trend.

In order to deal with all complaints appropriately, it is very important that children are taught the consequences and effects of exaggeration, as we also have a duty of care to treat everyone, including the alleged perpetrator, with fairness and respect. Such lessons are included with Personal and Social Development [PSD].

Thoughtless or inconsiderate behaviour

If, after investigation, the incident is considered to have occurred as a result of thoughtless or inconsiderate behaviour, but not bullying or racial, the behaviour strategies outlined in the Developing Positive Relationships and Behaviour Policy are implemented.

Bullying or Racial behaviour

If, after investigation, the incident is deemed to be racial or falls into the more serious category of bullying, including cyber bullying, the following Highland Council procedures are followed.

Monitor and review of policy:

This policy has been drawn up in consultation with staff, pupils and members of the Parent Council and will be monitored and reviewed as part of the on-going audit of practice within the school. Parents receive a copy of the policy and the contents are discussed with the pupils.

Mar 2014

Highland Council Guidelines and Procedures

November 2014

http://www.highland.gov.uk/downloads/file/12121/positive_relationships_and_bullying_prevention_policy_guidance_and_toolkit

Bullying exists in all schools and we recognise the detrimental impact it has on children and young people's lives. All of us working with pupils need to challenge behaviour and attitudes which lead to bullying before incidents arise. When incidents do arise, it is important there are proper procedures in place to ensure the appropriate action is taken. The purpose of these guidelines is to ensure a consistent approach across all schools in Highland.

Appendix 1

Assessing the nature of an incident

When trying to assess the nature of an incident and the type of responses needed, the following factors may be taken into account.

- Has the pupil who is experiencing the distress been subjected to repeated incidents of unacceptable behaviour? If 'yes' over what time period has the behaviour been occurring?
- Is there evidence that the behaviour is planned/pre-meditated?
- How does the pupil seem to perceive him/herself in relation to those allegedly involved?
- How distressed is the pupil and what effect is the situation having on his/her self-esteem, feelings about school, motivation, relationships with peers, physical well-being etc.?
- Which pupils are involved in the alleged incident?
- What is the age of the pupil(s) concerned?
- What seemed to trigger the difficulty?
- Where did/do the alleged incidents take place?
- Is there background to the alleged incident(s)?
- When was the alleged incident first reported? Who reported it and to whom?
- Are there any witnesses and how do they perceive the alleged incident?
- What explanations do they give for the alleged difficulty?

Procedures for dealing with incidents

If the investigation shows a need for disciplinary action to be taken against the perpetrator(s), the following measures should be taken.

- Explain that the incident will be recorded.
- Make it clear that the type of behaviour exhibited is totally unacceptable in any circumstances.
- Explain to the perpetrator that his/her actions have an adverse effect on the victim and help him/her to consider the consequences of what he/she has done.
- Involve other members of staff who work with the perpetrator and victim.
- Contact parents/carers of victim and perpetrator.
- Where appropriate discuss the issues with parents/cares and inform them of action taken. Wherever possible seek their support.