

# Respect and Resilience Policy for Laurencekirk School

## 1. Stance

*Bullying in any form is intolerable and unacceptable.*

*Parents/carers, pupils and teachers have a responsibility to work in partnership to maintain a high standard of behaviour and an environment free from bullying behaviour. Aberdeenshire Council believes that everyone should be treated equally and with respect.*

## 2. Definition

*Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). Bullying behaviour is abusive.*

*Bullying behaviour is often displayed as a result of past experiences which affect and impact on current actions.*

*Bullying can be verbal, physical, mental/emotional or cyber. It can be intentional or unintentional, direct or indirect, persistent, or a one off incident. People who experience bullying behaviour feel vulnerable and/or socially isolated.*

It is vital to respond to the behaviour that you see and the impact this is having, rather than relying on a rigid definition. (Respectme)

## 3. Prevention

Laurencekirk School uses a variety of methods to promote Anti-Bullying. These include but are not limited to:

Raise awareness

- Whole school assemblies and education on what bullying is as well as how to report and prevent it.
- Visual displays to highlight what to do if bullying is seen and how to report it.
- To promote anti-bullying through yearly projects such as Anti-Bullying Week.
- To foster a positive behaviour system where anti-bullying behaviour is awarded as the norm.

## Education

- Using relevant, up to date resources which promote engagement by all learners.
- Encouraging pupils to teach and share key messages about bullying with other pupils and with parents/carers including the short and long term impact of bullying.
- Ensuring that pupils, parents/carers and teachers are aware of support available beyond school (e.g. Childline, Samaritans, Police Scotland, Parentline).
- Participating in planned Aberdeenshire Education and Children's Services events in order to deliver key messages relating to bullying and to support ongoing curricular work.
- Including work designed to boost the resilience of children and young people. Laurencekirk are tackling this through Bounceback
- Having a clear Vision, Value and aim that underpins inclusion for all.

### **Training**

- Laurencekirk will work in partnership with other agencies to enable all teaching staff to attend a training course on preventing and responding to incidents of bullying within their first year of employment.
- Provide update training annually to all staff using the Respectme training format.
- Provide all members of staff with access to a copy of the relevant school policy(ies) via Glow to enable fast but concise action that is in line with school policy, visions, values and aims.
- All staff will know that the first point of dealing with bullying is by the member of staff to which it is reported. The member of staff can seek support from the reporter's Head of House. The Anti-Bullying Officer in the school will be Mr Boyd, Head Teacher with Deputy as Mrs Allen. This personnel is also the Child Protection Officers, ensuring that child protection and Anti-bullying come hand in hand.
- Ensure key staff are trained in the use of restorative approaches and in using our 4W model (see Appendix A)

#### **4. Communication**

Communication is at the heart of all we do and we aim to communicate with stakeholders about processes before they are needed. We will do this by having:

- Anti-bullying policies available on our public website and can be requested via the school office.
- At least one piece of homework each year will focus on Anti-bullying and how this is tied to our visions, values and aims.
- Lessons suitable to the age of the child will highlight the positive behaviours that can be shown in school and how help can be requested.
- The profile of Anti-bullying work should be raised through focussed assemblies at key points in the year
- Timescales and methods for ongoing communication should be negotiated on a case by case basis to ensure that the needs of pupils are met. Communication should be used to build relationships and in the early identification of further or ongoing difficulties.

A policy is only as good as the practice in which it serves, therefore we will:

- Have pupils and parents/carers involved in reviewing anti-bullying policies and procedures.

#### **Communicating during and after bullying type behaviour has been received by or shown by a child:**

We will:

- Keep contact with parents of pupils affected by bullying behaviour in the initial weeks after issues have been identified and worked through. This will be decided by each incident but we would aim to make a follow up call within the week after the incident.
- Communicate with parents/carers of all pupils who have demonstrated bullying behaviour after issues have been identified and worked through. We will not label any children as bullies but identify their behaviour.

- Be open to two-way communication with parents/carers and children after incidents to help build resilience and restore their behaviour to that previous.

## **5. Reporting**

All staff have a duty to take allegations of bullying seriously. If a report is received by a child to a member of the Pupil Support Team (including teachers) then it is the member of staff who should follow the response and taking action. This might mean time is needed outwith their normal duties and the school will support this. If a child reports an incident to a member of staff then they have put their trust in that person.

Reporting can be in the form of person to person, phone, e-mail and/or letter. This list is not exhaustive and it should be noted that the reporting rather than the method is the key to helping. The school provides a pupil help box to help provide some anonymity too. This should be checked daily by a nominated member of the Senior Management Team.

All staff will receive training to allow them to record and deal with situations using restorative practices.

## **6. Response and Taking Action.**

Establishments should promote consistency of **response** to instances of bullying behaviour using the 6 step approach:

### **1. Record the Incident**

This will be recorded on our Anti-Bullying form and information re. outcome and communication will be logged. A short description of events will be stored in your child's electronic record to help us to see patterns as well as communicate with adults in the school to support your child.

### **2. Speak to the individuals involved having frank and honest dialogue**

This can often be difficult but it should be noted that behaviour and not "the child" will be discussed. Behaviour may be perceived as bullying and not meant to be this way. It is important that we engage in open discussion where each person can provide restorative approaches to restoring the behaviours of all parties to as it was before the event. This is called resilience.

### **3. Speak to parents**

In all circumstances, parents will be informed of events. It is important that parents are supportive and help to restore their child's behaviour and attitude to what it was before the event. It is not helpful to become defensive of your child but to see it from all viewpoints. When and if possible, we will report incidents on the same day or the day after. If matters outwith our control has

meant that investigation has not taken place that day we will be honest and set a time to call back with an update.

#### **4. Utilise Restorative approaches**

Restorative practices are not about punishment but about helping all parties to see the incident in the eyes of each other. Learning is at the forefront of change and although sanctions may be applied, this is not the cornerstone to our focus.

#### **5. Monitor the situation**

Using our Head of House model and supportive staff we will arrange to meet with the pupils affected and report back to parents after the event. This will help to monitor situations.

Cheery Chums and our support staff will also be used and it may be that a child is given a key contact to report any concerns. Monitoring from a distance is also important and we will utilise our staff to help ensure that the child/ren affected are reintegrated and resilient in their behaviour after the event.

#### **6. Review and increase response accordingly**

Communication and action will vary depending on the situation and the way in which restorative practice helps resolve the incident. It should not be assumed that restorative practice will “solve” the situation and further approaches and escalation from the member of staff who has been helping to deal with the situation to Head of House or Management should always be an option.

In some cases, local agencies such as the Police may be involved to help.

**6.1** Restorative Practice should be used where possible in order to repair relationships.

- Restorative practice lets pupils speak to each other, and encourages the development of self awareness.
- Restorative practice teaches pupils to understand and share their emotions in a safe environment.
- Restorative meetings or mediation must be facilitated by a suitably trained individual, with whom both parties are comfortable.

### **7 Reporting and Monitoring**

Although the first and most important action is to deal with the behaviour and people, it is also important that incidents are reported to help to identify patterns and adapt learning activities and foci

### 6.1 Roles and responsibilities

- All staff must be aware of Education and Children's Services Anti-Bullying Policy including roles and responsibilities to ensure effective implementation.
- The Anti-Bullying co-ordinator is Mr Boyd, Head Teacher and deputy coordinator is Mrs Allen.
- Establishments will be asked to report the number of bullying incidents centrally using a secure electronic system. If this system is not available a reporting sheet will be used to record each incident and the action taken. This will be collated in school and reported to Aberdeenshire Council when requested.
- The first person to come in contact with a report is responsible for completing the form and identifying the restorative approach. This will be monitored by the Anti-Bullying Co-ordinator for signs of patterns in behaviours, people or activities. The Anti-Bullying Co-ordinator will record this information in the electronic database for each child and overall as a school.

### 6.2 Pupil Voice

- The Pupil Council will have a say in creating a Resilience and Respect Policy and regularly reviewing the behaviour in the school. The review of behaviour should happen at least once in each academic year. Discussions will focus on activities and behaviours rather than people.
- Pupil Voice will be collated through survey each year and will focus on the behaviour seen in the school. Parents will also be asked to comment on their observations and experiences. .

### 6.3 Statistical data should form part of the monitoring of bullying behaviour.

- Incidents should be recorded in a pupil's chronology and on SEEMiS.
- Establishments will be asked to report the number of bullying incidents centrally using a secure electronic system.

- Statistics will not routinely be published, but will be used by Aberdeenshire Council Education and Children’s Services as part of ongoing monitoring and improvement. The school will use their own statistics to monitor patterns and activities.
- It should never be assumed that a school is successfully targeting bullying type behaviour and if statistics show patterns then help from other agencies and Council officers will be sought to provide targeted support.

#### 6.4 Anti-Bullying policies should be evaluated

- Evaluation should focus on the impact of policies at establishment and local authority level. Impact can be measured in part using statistical data, but must also take account of pupil experience, and the opinions of parents/carers and Education and Children’s Services staff.
- Anti-bullying policies should be revised every three years. (Next review 2018 or earlier)

This policy has been created with views from the Pupil Council, Parent Council, staff and using Anti Bullying guidance from the Youth Commission and Aberdeenshire Council.

#### Amendment tracker

February 2016	Consultation with Parent Council
March 2016	Added location to reporting form.
March 2016	Removed from draft status.



Laurencekirk School  
Bullying Incident Form



Name of child who <b>displayed</b> bullying behaviour	Child 1 (A)	Child 2 (B)	Name of child who had behaviour displayed <b>to them</b>	Child 3 (C)
Age			Age	
DOB			DOB	
Year			Year	
Class			Class	

**Category**

Physical	Verbal	Online	Racist	Isolated	Sexual orientation	Other
----------	--------	--------	--------	----------	--------------------	-------

If other please expand \_\_\_\_\_

Reported by					
Reported to (staff name)					
Location					
Brief description of incident – include all names.					
Restorative approaches, (Use 4W sheet) Ask other party for details:					
How has this been resolved:					
Have all parents been notified: If not why not:					
Child A	Notes	Child B	Notes	Child C	Notes

**Has a review date been set to contact parents again? If yes please details in notes above.**

Head of House	Teacher	SEEMIS Pastoral Notes	Logged on spreadsheet	Substantiated	Review? If Yes - Date	Closed? (date)
---------------	---------	-----------------------	-----------------------	---------------	-----------------------	----------------