

Laurencekirk School



“Working Together to be the best we can be”

Anti-Bullying Policy

Created in February 2024 with families learners and staff

Review Date: February 2027

Resilience

Responsibility

Respect

Relationships

Rationale

Laurencekirk School is committed to creating and sustaining a safe and nurturing environment where all our children thrive and reach their full potential. We strive to promote the shared values of respect, relationships, resilience and responsibility in all that we say and do. We recognise that bullying behaviour is harmful physically and/or emotionally and affects people in different ways. Bullying is unacceptable in any form and we address this quickly driven by our relentless focus on children's rights. It is not regarded as a typical part of growing up. The purpose of this policy is to:

- Reinforce that bullying is not acceptable.
- To raise awareness of the impact of bullying behaviour.
- To ensure that we respond to bullying incidents effectively.
- To support us to create a positive learning environment for all our children.

This policy was constructed in collaboration with all stakeholders. Questionnaires were sent to partners. We held a focus workshop for parents to gather perspectives on the key issues. Our House Captains undertook a questionnaire activity at our Open Morning. The Senior Leadership Team led focus groups and whole class evaluative activities using a variety of approaches including a story book approach with the youngest pupils. Staff used How Good is Our School 4 Quality Indicator 3.2 to evaluate practice, identify strengths and important next steps. This information was synthesised in order to create this policy which meets the needs of all stakeholders.

Definition

At Laurencekirk School we understand that bullying takes place in the context of unique relationships. It is behaviour that can make people feel hurt, threatened, frightened or isolated. It need not be intentional or persistent and these behaviours take place in person and online. Bullying is defined below:

'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.'

(Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017)

What is bullying?

Bullying is behaviour which causes harm and includes:

- Leaving someone out on purpose.
- Making fun of how people look.
- Name calling, swearing or making threats.
- Looking at someone in a certain way.
- Spreading rumours.
- Putting someone down or making comparisons.
- Purposely damaging property.
- Physical violence such as hitting, kicking, punching or pushing.
- Ganging up on others.
- Making threats.
- Forcing someone to do something that they don't want to do.
- Sending rude text messages, speaking rudely in group chats/social media forums and online games.

Prevention

Bullying is prevented by **raising awareness, education** and **training**.

We **raise awareness** of bullying in the following ways:

- Anti bullying Week.
- Restorative approaches.
- Conversations in class.
- Cyber safety education.
- Promotion of SHANARRI through curriculum and assembly.
- Our progressive health and wellbeing programme.
- Childrens Rights lessons to raise awareness of rights.
- Class charters linked to Childrens Rights.
- Promotion of our school values of respect, responsibility, relationships and resilience.
- Sharing information with parents through school newsletters.

We **educate** in the following ways:

- We promote SHANARRI through curriculum and assembly using SHANARRI the calamari to support. This helps equip our children with the language that they need in order to discuss their own wellbeing. It helps them to recognise the wellbeing needs of others. This approach also enables our children to articulate what they need to happen in order to have high levels of wellbeing.
- We use a range of resources to teach about anti-bullying which are relevant and engaging. This includes using drama and story approaches which enable us to explore the key messages in a safe and accessible way.
- We teach our children about their rights in explicit lessons but also make links to rights throughout our topic work. We link our class charters to the rights and refer to these regularly to guide attitudes and behaviours.

- We liaise with outside agencies to support curriculum delivery including the local community police.
- We promote resilience in learning and life through our curriculum. We use Circle Time and play situations. As vehicles to do so. We teach responsibility through planned leadership opportunities such as zone leaders, cheery chums, pupil focus groups, P7 led clubs and digital leaders.

Training:

- All staff have undertaken the Respect Me anti- bullying online training.
- Staff are trained in universal nurturing approaches.
- Staff are trained in restorative approaches.
- Staff are provided with the relevant policies to support their work in this area.
- Staff have a trauma informed stance to support all children involved.

How do we respond to bullying?

We adopt the six step approach as advised by Aberdeenshire Council:

- 1.All incidents of bullying MUST be recorded using the Bullying and Equalities (B&E) Module within SEEMIS Click and Go.
- 2.Speak to the individuals involved having frank and honest dialogue
- 3.Speak to parents / carers
4. Utilise Restorative approaches
5. Monitor the situation
6. Review and increase response accordingly

We consider:

- 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 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.

We avoid using labels such as 'victim' and 'bully' and take swift action to resolve the situation. We understand that all situations are unique and approach each situation with an open mind and non-judgemental stance. We communicate with parents in an honest way using a restorative lens and solution focused approach. We will ensure that families understand the steps take to identify and address issues. We know that anti-bullying procedures are the responsibility of all.

We always encourage our pupils to talk to a trusted adult if they are experiencing bullying behaviour.

Communication

- Anti bullying policy is shared with pupils in a pupil friendly format.
- Anti bullying policy is shared with parents.
- Anti bullying policy is shared on the website.
- Anti-bullying approaches in line with our policy are discussed in class, at assembly and through whole school communication channels.
- We raise the profile of anti-bullying through Anti Bullying Week.
- We ensure that when dealing with bullying incidents that we communicate clearly with all involved including our families.
- Children and families are involved in policy construction and renewal.

Practical Advice for parents

- Encourage your child to share any worries that they have.
- Promote and encourage positive behaviours such as taking responsibility, respect and resilience. This can be done through modelling and promoting positive reactions and actions.
- Closely monitor online activity and adhere to the age restrictions around accessing social media platforms.
- Avoid exposure to inappropriate content such as violence on vidoes, TV and computer games.
- Work in partnership with the school to resolve any issues.

We monitor incidents to determine patters of bullying and to identify any effects on attainment or progress. We monitor how relationships develop over the coming weeks and months and take any necessary action. We remain committed to gathering pupil feedback on how best to prevent and respond to bullying behaviour. This will be done in a variety of ways including the use of the Glasgow Wellbeing Survey in Primary three to seven.

Our school policy is reviewed every three years.