

Cedars School of Excellence Anti Bullying Policy

Statement of Intent

This school recognises the individuality of every child and we encourage everyone in our community to appreciate the qualities of others.

The school is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we live by and the ethos of the school.

All pupils have a right to be taught (and staff have a right to work) in a secure, caring environment, free from the threat of psychological and physical abuse. Everyone in the school community has a responsibility to contribute in whatever way they can to the protection and maintenance of such an environment. If bullying does occur, it will be dealt with promptly, effectively and appropriately.

We aim to:

- promote a positive ethos
- ensure that children learn in a caring, safe and supportive environment
- demonstrate that bullying will be taken seriously and will not be tolerated
- take measures to prevent bullying
- support parents and pupils who have concerns about bullying
- consult and inform parents and pupils on bullying issues
- provide training for staff on their responsibilities, school procedures and bullying awareness.

What informs our Policy

- The Human Rights Act 1988
- The United Nations Rights of a Child (article 19, 1989)
- The Curriculum for Excellence guidelines on Health and Wellbeing has been taken into account in the development of this policy and this underpins our current practice within the school.
- The views of parents, staff and pupils who form our school community.

The allocation of duties and the particular arrangements laid down by the School to implement the Policy, are set out in the following parts of the Policy Statement.

Signed *Mrs Alison Speirs*

August 2016

On Behalf of the Board of Governors

(Version 3)

Roles and Responsibilities

The Board of Governors is responsible for:

- Fostering the wellbeing of staff in a secure and caring environment
- Liaising with the Head teacher over anti bullying strategies
- Being aware of particular cases if required
- Liaising with the Head teacher to arrange training for staff on anti bullying procedures

The Head teacher is responsible for:

- Ensuring pupils, parents and staff have been consulted in the preparation of procedures and policy
- Developing anti bullying strategies and procedures
- Ensuring pupils, parents and staff have been informed of procedures and policy
- Ensuring all staff are appropriately trained
- Referring and liaising with inter agency groups as required
- Reviewing the policy

The Head of Guidance Mrs Jenny Revolta is responsible for:

- Ensuring that anti bullying programme is taught during guidance lessons and assemblies

Guidance Staff/Primary Class Teacher are responsible for:

- Liaising with the Head teacher pupils and parents over any incidents
- Working with pupils to resolve any incidents of reported bullying
- Following up any complaint by a parent about bullying and report back promptly and fully on the action that has been taken
- Keeping clear records on the forms provided by the school.

All Staff are responsible for:

- Fostering in our pupils self-esteem, self-respect and respect for others
- Demonstrating by example the high standards of personal and social behavior we expect of our pupils
- Being observant and talking to pupils
- Knowing and following the schools policy and procedures
- Never letting an incident of bullying pass unreported
- Taking action to reduce the risk of bullying
- Addressing bullying through our Personal Development programme and other parts of the curriculum
- Being alert to signs of distress and other indications of bullying both inside and outside the classroom

Pupils are responsible for:

- behaving in a caring manner towards other members of the school community
- helping to create a climate where bullying is not accepted
- refraining from becoming involved in any kind of bullying
- offering support, where appropriate, to any pupil who is being bullied,
- reporting to a member of staff or a guidance teacher if they have witnessed or suspected instances of bullying involving themselves or others.

Parents are responsible for

- Advising their children to report any bullying to any teacher or their guidance teacher immediately
- Advising their children not to retaliate violently to any form of bullying
- Informing the school of any instances of bullying even if their child is not involved
- Co-operating with the school if their child is accused of bullying, by trying to ascertain the truth and pointing out the implications of bullying for the pupil who is bullied and the bully
- Monitoring their children's use of the internet and mobile phones
- Allowing the school time to investigate any incidents and to co-operate with the school to resolve them. (The school should normally report back to you within 48 hours, in practice our response is usually far quicker than this)

What is Bullying?

“Bullying can be described as the systematic use of power, to deliberately or repeatedly harm others.

Bullying can take various forms i.e. emotional, physical, online, mobile phone messaging, racist, sexual, and verbal.”

Bullying is an abuse of power –, a more powerful person or group will be causing harm on purpose, physically, emotionally or psychologically, to a less powerful person or group. It should be noted though that sometimes bullying could occur between two individuals with the same power who are making wrong choices in a relationship.

It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying (**but it should still be dealt with as a behavioral issue**)

Bullying can include one or more of the following:

- Being hit, pushed, tripped, kicked, pinched, spat at or threatened
- Being called names or taunted
- Making a fool of someone
- Teasing or sending nasty notes
- Mocking physical or racial characteristics or a person’s beliefs
- Spreading rumours and malicious gossip about someone
- Deliberately destroying another person’s property or repeatedly hiding property
- Repeatedly excluding a child or young person by not talking to them, or not letting them join in.
- Demanding Money
- Cyberbullying - malicious use of social networks. E-mail bullying uses e-mail to send menacing or threatening messages, often using a pseudonym for anonymity or using someone else’s name to pin the blame on them. Phone call bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person’s phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else’s phone to avoid being identified. Picture/video clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.

Creating a positive Ethos

As a Christian school we promote the virtues of kindness, caring and compassion teaching this during religious education, assemblies and by staff example.

We will use positive reinforcement through praise and encouragement as well as a range of schemes such as reward cards, sticker schemes and the school house system to celebrate friendly behavior in class and playground.

We also award a number of yearly trophies for contribution to the ethos of the school and helpfulness. These may be awarded at any stage as is appropriate.

Our school aims to be seen as a “telling” school. Relationships should be fostered whereby children and parents feel they can confide in staff and be listened to. The school operates an open door policy whereby pupils and parents may contact the school at any time for an appointment with guidance staff, class teachers or the Head teacher.

Playtimes and lunchtimes are supervised and staff monitor behavior at all times.

Class teachers teach primary pupils anti bullying lessons during assemblies and class time.

Secondary pupils are taught during assemblies and guidance lessons from resources produced by Anti Bullying Week.

During Anti Bullying Week the school will send out questionnaire to all pupils asking their views about bullying and the schools anti bullying strategies.

The school is involved in the Duke of `Edinburgh scheme which promotes teamwork and working with others.

The school has many extra curricular activities including the school choir, trips, drama events, after school clubs, fund raising activities etc. all to help promote a feeling of a school community.

The school has an acceptable internet use policy that all pupils have to read and sign. In addition all iPads in the school have a CEOP app with them where pupils can report any online abuse. Facebook is blocked on the school network.

Questionnaires on bullying have been sent to parents, pupils and staff on an on the content of the policy.

How to report a bullying incident

Pupils can approach any member of staff about any incident they are concerned about. It is important for parents to tell their child to report to a

member of staff immediately something happens, as it can sometimes be very difficult to deal with something reported weeks after an event.

In primary, class teachers have a 1st line pastoral responsibility for their classes. In secondary each class group is allocated a 1st line guidance teacher who should be their initial point of contact for issues of this kind.

Parents can phone or email guidance staff or primary class teachers at any time and inform them of any concerns.

It is helpful to have the names of any witnesses or in the case of cyber bullying to keep any material that can be used to assess the situation.

What happens when a bullying incident is reported?

- Guidance staff or the primary class teacher will investigate and assess the incident using form 1 “Initial investigation into hurtful incident or allegation of bullying” (Appendix 1) found in the folder in the school staff room.
- Guidance staff or the primary class teacher will report back to the pupil and parents if required.
- Where an investigation confirms bullying or an incident is clearly a case of bullying and does not require the first stage investigation staff will ensure that a record is kept of all significant aspects of the incident(s) using Form 2 “Bullying Report and Monitoring Form” found in the folder in the school staff room. (Appendix 2)
- Parents/guardians of the bullied pupil and the bully will be contacted.
- The pupil bullied will be given practical help, advice and support to restore his/her self-esteem and confidence, and to feel secure in the school community. The resolution form in Appendix 3 could be used to outline what has been agreed.
- For girls a GIRL protocol found in Appendix 4 may be used to help them lay out possible strategies to deal with the situation.
- The bully (bullies) will be told clearly that this behaviour is unacceptable.
- Disapproval of the anti-social behaviour will be expressed not disapproval of the person. Action will be taken to help the bully (bullies) change their behaviour. If necessary and appropriate, referrals to outside agencies will be made.
- All completed forms should be stored in the silver folder in the staff room marked Bullying Report Forms. A copy should also be placed in the pupil’s folder in the filing cabinet.
- Appropriate disciplinary action will be taken. The range of sanctions will be escalated as follows
 - a verbal warning
 - a written warning
 - withdrawal of privileges,
 - detention,
 - suspension or exclusion for severe or persistent incidents. This will only be carried out at the Head teachers discretion.
- If after these sanctions bullying is still occurring the school reserves the

right to expel the pupil. This is not a step to be taken lightly – the decision will be made by the Head teacher in conjunction with the Board of Governors. It is not the within the remit of parents to demand the expulsion of another pupil.

- Guidance staff or the primary class teacher should monitor the effectiveness of the intervention and offer appropriate support.

Assessing a bullying incident.

As children grow up they have a range of experiences. At the time, some are unpleasant and cause unhappiness. By their own actions they sometimes cause others to be unhappy. But most of these experiences and actions do not amount to bullying

All children disagree and fall out, and may say things that are hurtful. When children stop playing and meeting together, one or both can feel excluded and experience a deep sense of loss. It is not bullying when two children / young people of approximately the same age and strength have the occasional fight or quarrel. It becomes bullying when one or other continues to act in a way that deliberately causes further hurt.

Many children have affectionate nicknames given to them by their peers. Banter and teasing between friends is acceptable when permission is understood. But name-calling becomes bullying when the intention is to hurt, when the person using the name or expression wants to cause offence and knows, or should know, that it is likely to.

Children play together and often that play is physical, and sometimes includes fun fighting. Accidents can happen and children can get hurt in their play. Some sports are based on physical contact and physical contests, but the behaviour in these sports is bound by rules. In bullying there is an intention to hurt. This may involve continuing when it is clear that someone is finding the behaviour unpleasant or painful.

When an incident is brought to our attention the school shall ask the following questions taking into account what is known about those involved.

- Was the intention to hurt or was it thoughtless behaviour?
- Did any physical injuries require medical treatment? How deeply did the behaviour affect the child emotionally? How easily will the bullied recover and will they need professional help?
- For how long has the bullying been going on and on how many occasions?
- What are the differences in age, size, strength and ability?
- What is already known about the behaviour of those bullying? Have they bullied others? Are the bullies acting in or out of character?
- What is the nature of the relationship between those involved?
- Was there any provocation that might explain the bullies' actions?

Bullying outside of the school

While the school takes its responsibility of keeping children safe within the school it is the parents responsibility to keep them safe out with school. If bullying is taking place out with the school premises parents should inform the school and staff will do what they can to investigate and help in the situation.

It can however be very difficult to deal with allegations out with the school and parents will be advised to contact the local community police if the situation is of a serious nature.

If cyber bullying is taking place out with school then parents should contact the local police office. Evidence of bullying will need to be provided so, dates, times, email addresses or phone numbers as well as print outs of messages will be needed. If bullying is happening on a social networks site the site should be alerted to the incident. Parents and carers can also download a CEOP (Child Exploitation and Online Protection Centre) app that stays visible on a web page and can be clicked to instantly report abuse or get advice.

It is useful to inform the school if such bullying is taking place and staff will do all they can to help support a pupil in this position.

Visit www.respectme.org.uk for further information on Cyber bullying and the Law.

If cyber bullying is happening within the school then it will be contravening the terms of our acceptable internet use policy and the procedure will be the same as outlined for any other form of bullying.

Monitoring

Mrs Jennifer Offord will monitor this policy by

- Discussions at staff meetings
- Annual questionnaire – with objectives to improve on previous years performance
- Feedback from guidance staff
- Feedback from parents

Reviewing

Mrs Jennifer Offord will review this policy in consultation with all parties on a three year basis. This will be done sooner if the annual questionnaires indicate a problem, or if issues are highlighted with specific practices or procedures and amendments need to be made.

Useful Contacts

respectme

respectme is the Government funded anti-bullying service managed by a partnership of SAMH, LGBT Youth Scotland and the Scottish Government. respectme develop resources both for training and awareness raising that are widely distributed across the country free of charge. These include *Cyberbullying...Are you switched on?*, *Bullying...What can I do?* a leaflet for children and young people jointly developed with ChildLine, *Bullying...You can make a difference*, for parents and carers.

<http://www.respectme.org.uk/>

CHILDREN 1ST

CHILDREN 1st is the working name of the RSSPCC. CHILDREN 1st works with Scotland's vulnerable children and young people to help change lives for the better. They work to influence policy and legislation to ensure that vulnerable children and young people are given the support and protection they need.

ParentLine Scotland is a service provided by CHILDREN 1st. CHILDREN 1st delivers the ChildLine Service in Scotland on behalf to the NSPCC. Both services respectively hear from adults and their carers and children and young people directly. CHILDREN 1st takes what it hears and makes sure the voice of the people who call is fed into policy and influencing.

In addition, bullying is addressed by their Safeguarding in Sport service, working with sports governing bodies and local authorities. Through all these services they are able to represent both the voices and the concerns of children, young people, their friends and their families to positively influence both policy and services for children's benefit.

<http://www.children1st.org.uk/>

ParentLine

ParentLine Scotland (0808 800 2222) is the free confidential helpline for anyone concerned about or caring for a child in Scotland to call about any issues affecting their children or family life. The helpline provides emotional and practical support to parents whose children are being bullied, either at school or within the community.

<http://www.children1st.org.uk/parentline/>

ChildLine

CHILDREN 1ST runs ChildLine Scotland on behalf of the NSPCC. There is also a ChildLine anti-bullying helpline in Scotland (0800 44 1111) specifically for children and young people who are the victims of bullying or who are bullying other young people. The training and outreach team at ChildLine

Scotland works with schools raising awareness of ChildLine and the issues faced by children and young people.

<http://www.childline.org.uk/Pages/default.aspx>

Form 1

Initial investigation into hurtful incident or allegation of bullying

Date:

Name of Pupil/s involved

Name and role of individual/s making the allegation e.g. pupil, parent/carer:

Form of referral e.g. verbal report, letter, e-mail, phone call:

Details gathered to date:

Action taken to date:

Date:

Signed:

Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
 - Hurt has been deliberately/knowingly caused (physically or emotionally)
 - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
 - Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labeling/name calling, etc.)

- Incident was not bullying on this occasion because it was (amber warnings require monitoring to ensure no further incident)
 - the first hurtful incident between these children
 - teasing/banter between friends without intention to cause hurt (should not happen again)
 - falling out between friends after a quarrel, disagreement or misunderstanding
 - conflict that got out of hand (should not happen again)
 - activities that all parties have consented to and enjoyed (check for subtle coercion)
 - got out of hand
 - parental concern
 - Other _____

Resolution process agreed:

Support and/or sanction for those causing hurt or offence:

Support needed for the hurt party:

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		

Ethnicity/Race		
Religion/Belief		
Gender		
Homophobia/sexuality		
SEN and Disability		
Ability/application		

Form 2**Bullying Report and Monitoring Form**

Pupil Name _____

For each incident please complete one form

1. Focus of Bullying
Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of Bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other (specify)	

3. Those involved:

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)

4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses. In cases of Cyber bullying attach any print outs showing evidence of bullying.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

N.B. Indicate if it is a repeat incident.

5. Action taken:
Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
Guidance/class teacher		
'Target' parents/carers notified by <i>letter/telephone/in person/email</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person/email</i>		
'Offending person/s' parents/carers invited to the school		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

8. Member of staff:

Name Date
.....

9. Outcomes/actions from follow up.

Resolution Agreement

This agreement is to help ensure that all parties involved have a clear understanding of what has been agreed by all to help resolve the situation.

Agreed course of resolution.

Action agreed by pupil/pupils

Signature/s

Action agreed by the school

Signature.....

Action Agreed by parent/s

Signature/s.....

Appendix 4

This GIRL protocol from Rachel Simmons book “Odd Girl out” has been found to be useful to help girls think in a systematic way about how they can deal with a relationship problem. It could be adapted for boys if required.

It enables a young person to feel that they have some control over the situation as they realise that they can make their own choices instead of having decisions being made by others. It also enables them to think out the consequences of what they are going to do as it causes them to reflect on their decisions.

Refer to Page 284 “Odd Girl Out” by Rachel Simmons

A framework for the protocol is found on the following page.

G Gather your choices – list all the choices you might make in response to the situation

I I choose – make a choice pick one of the strategies you just listed above.

R Reasons are – justify your choice. List the reasons why you will choose this strategy

L List the outcomes. Think ahead what might happen if you make that choice.