A logo of a school

Description automatically generated with low confidence **Downfield Primary School**

**Anti-bullying Policy**

**Statement**

At Downfield Primary School, we believe that all members of the school community have the right to work, learn and play in a safe, secure learning and social environment and that they should not feel threatened by peers or colleagues.

As members of the school community, we all have the responsibility to ensure that this is the case. We recognise that bullying does not fit in with this philosophy of Downfield Primary School, therefore this policy has been written to indicate how we aim to prevent bullying and, how we will address any bullying issue which occurs.

**Aims**

The aims of this policy are:-

• to define bullying

• to indicate that everyone shares a responsibility to help create a safe, bully-free environment

• to outline strategies used in our school to prevent bullying

• to outline a variety of possible responses to bullying incidents

• ensure everyone knows how to report bullying

• ensure everyone understands we will not tolerate bullying

Definition of Bullying

Bullying is when a person feels or a person observes another person and believes they feel disadvantaged to the point that is having an impact on their life. One person’s perception of bullying can vary differently to another person’s.

Bullying can be emotional, physical and/or cyber (this includes the use of Internet and other electronic devices). The impact of this behaviour relates to an individual’s capacity to feel safe, secure and in control of their own actions known as ‘agency.’ One person’s perception of bullying can vary differently to another person’s but refers directly to the relationships between individuals. Bullying can take place face to face and online.

Bullying behaviour can harm people physically or emotionally and the effects of bullying can continue to persist even after the original bullying behaviour has stopped. The threat towards an individual may be sustained overtime typically by actions, looks, messages, confrontations or the fear of any of these. Actions which are considered to be bullying behaviour include:

* Being called names, teased, put down or threatened either face to face or online.
* Being hit, tripped, pushed or kicked.
* Having belongings taken or damaged.
* Being ignored, left out or having rumours spread about you either face to face or online.
* Sending abusive messages, pictures of images online through any electronic device.
* Behaviour which makes people feel like they are not in control of themselves or their own lives.
* Being targeted because of who you are or who you are perceived to be.

**Downfield Primary School will not refer to any child as a victim or bully but will refer to the behaviour that is being shown.**

**Prejudice based bullying-**

This can be defined as bullying according to the following situations:

Age

Disability

Gender/Gender reassignment

Marriage or Civil partnership (in employment)

Pregnancy and maternity

Race

Religion or belief

Sexual Orientation

Sex

Socio-economic background

The above circumstances come from the ‘Protected Characteristics’ in the Equality Act (2010), revision Feb 2018 Definitions of bullying can be found on the Dundee City Council Anti bullying Policy.

More information can be found in Appendix 4, “Prejudice Based Bullying”

Please Note: The protected characteristics of age and marriage or civil partnership do not apply to our learners, but do apply to all adult staff, parents and visitors.

**Expectations:**

It is expected that all members of the school community (children and adults) should behave in a mutually respective manner and treat others the way they would wish to be treated.

All members have the duty to report bullying behaviour and to act in the interests of all parties. It is expected that all members of Downfield’s Community will report bullying and that staff, children and parents/carers, along with agencies such as the Police and Community Wardens, will work in partnership to promote a positive ethos where:

* Bullying is unacceptable
* Situations are reported and investigated quickly.
* Measures are put in place to support the person who is displaying the bullying behaviour and the person who is affected by the behaviour they have received.

In the playground staff can

* give support in making new friends
* provide play opportunities for all children
* provide supervision to reduce the creation of danger areas
* provide a source through which children can report incidences of bullying
* help identify children who may require support

In the school children can

* support other children in relationships
* be considerate and understanding
* be aware of feelings of others
* be kind and respectful

Parents/Carers can

* be role models
* promote understanding of others
* report concerns about children
* encourage good relationships with all children
* promote tolerance of diversity and difference

Management/Anti bullying Coordinator will

* appoint a key worker who will investigate and work through the concern with all concerned.
* ensure that reporting procedures are carried out
* work with staff to ensure a consistent approach is carried out.
* ensure that escalation of unresolved incidents happen quickly and be a key contact

**Prevention:**

Through Health Education in classrooms, assemblies, Anti-bullying Week, Heads of Houses and House Captains in their pastoral role, staff training, the Anti-bullying Co-ordinators and via the curriculum, we can

* teach children how to manage their relationships with others
* encourage children to be emotionally literate
* celebrate differences and successes of individuals
* provide a safe environment to discuss and explore issues
* encourage empathy
* communicate with children and parents/carers reminding and informing them of our policy
* ensure the Anti-bullying Co-ordinators are known to parents/carers, pupils and all members of staff. He/she will be responsible for recording and responding to any bullying and ensuring that any bullying is dealt with consistently
* ensure everyone knows how to report bullying
* ensure everyone understands we will not tolerate bullying

**Detection of Bullying**

As bullying usually takes place out of sight of adults, staff should be alert to and prepared to follow up any of the following: –

* increased absence
* individuals appearing isolated from peers
* pupils asking to stay in at breaks
* regular loss of personal items
* pupils appearing frightened, withdrawn, weepy, unduly worried, unable to work
* onset of self-harming

Individuals must be encouraged to report any incidents of bullying if they are witnesses of the person who has been affected by the bullying behaviour.

**Action if Bullying Behaviour is Reported or Detected**

Each incidence of bullying may require a different response.

We can use any or a combination of

* mediation by the Anti-Bullying Co-ordinators or another adult
* consequences for those that showed bullying behaviour
* removal of those concerned from class/playground
* reporting incidents to Head Teacher
* recording of incident in SEEMIS
* consider referral to other agencies such as DEPS, SPACE, CAMHS, XPLORE
* involving the Community Police Officer
* involving parents
* involving Community Wardens and Safety Officers

**In all cases we will**

* investigate the incident fully
* monitor the situation and where appropriate provide continuing support to those affected.

**Where appropriate we will**

* inform the parents/carers, of the children concerned, of the incident and our response.

**ADVICE TO PARENTS**

Complementing this policy is a parents and carers advice leaflet which is also available on Dundee City Council website.

Respectme, Scotland’s Anti-Bullying Service provides online publications to assist parents/carers in dealing with bullying. These are available from [www.respectme.org.uk](http://www.respectme.org.uk)

LGBT Youth Scotland website provides guidance and support to parents of LGBT young people [www.lgbtyouth.org.uk/parents-carers](http://www.lgbtyouth.org.uk/parents-carers)

If you are unable to access the Internet, the school will help to provide these resources.

**ADVICE TO CHILDREN**

Respectme, Scotland’s Anti-Bullying Service provides online publications to assist children in dealing with bullying. These are available from [www.respectme.org.uk](http://www.respectme.org.uk)

LGBT Youth Scotland provide support and advice related to homophobic, bi phobic and transphobic bullying. [www.lgbtyouth.org.uk/yp-bullying](http://www.lgbtyouth.org.uk/yp-bullying)

If you are unable to access the Internet, the school will help to provide these resources.

**ADVICE TO STAFF**

There is three members of staff in Downfield Primary who are trained in delivering Respectme Anti-Bullying Training. Your appointed personnel is: Miss Ballie and Mrs Clark

Training will be refreshed each year.

**Appendix 1- Flow Chart from Dundee City Council, Anti-Bullying Policy.**

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**Appendix 2-**

**Possible questions to be asked during investigation**

In order to support the investigation of alleged bullying, the following questions should be considered.

* Who was involved – is there any person affected by the bullying behaviour?. If so who/what are they?
* In what way did the person who was affected by the bullying behaviour (if any) suffer?
* How did the alleged bullying start?
* Was the observed/reported incident spontaneous or premeditated?
* What is alleged to have happened?
* When did alleged bullying take place?
* Who witnessed the alleged bullying?
* Who reported it – to whom and when?
* Is there any background/history to the alleged bullying?
* Is there any other reason for considering this to be bullying?
* To what extent did what happen affect others?
* What was the response of the person who was affected by the bullying behaviour (if any)?
* Delays in dealing with the alleged bullying should only occur when reported at the end of a school day – A full investigation should be completed in a short a time as possible.
* Part 1 of the Bullying Report Form may be used in recording individual incidents of alleged violent aggressive behaviour. Professional judgement must be used to decide on the appropriate response to an alleged occurrence.
* The best guidelines are to be taken from the person who was affected by the bullying behaviour, if he/she feels that bullying has taken place, then that view must be taken seriously and investigated. This should be recorded using the Anti-Bullying Proforma.
* What might seem trivial to an adult can have serious psychological damage to a child or young person and to their feelings of safety, self-esteem and value within the community. If after initial investigation, the accusation of bullying is confirmed, Part 2 of the Bullying Report Form must be completed.
* If unsubstantiated only Part 1 should be completed.

**Bullying Incidents**

* Any incidents deemed to be bullying in respect of any of the 9 protected characteristics should be recorded on the attached reporting form Appendix 4, this will be recorded on Seemis.

**Racist incidents**

* Bullying which amounts to, or is alleged to be, racial harassment is to be recorded on the Racist Incident Report pro forma.
* The law states **that an incident** is racist if it is perceived to be racist by the target or witness to an incident.
* All staff members who receive any allegations of racist incident are duty bound to ensure that it is appropriately reported, recorded and acted upon.

**Appendix 3**

**Web-resources**

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

**Dundee City Council Education Department Anti-Bullying Policy and Guidelines:** <http://www.dundeecity.gov.uk/department-publications/Education>

Childline: <http://www.childline.org.uk/pages/home.aspx>

**Child Exploitation and Online Protection Centre [CEOP]:**

<http://www.ceop.police.uk/safety-centre/>

**Dundee Integrated Children’s Services**

<https://www.dundeecity.gov.uk/chserv/index.php?pid=3>

NB: Downfield Primary School do not have any control over the web content above and care should be taken to ensure that the content is relevant for the person it is intended.

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