Longridge Primary School – Anti-Bullying Strategy

April 2024

Our Rationale

At Longridge Primary, we believe that everyone in our school has ***right to learn, the right to be safe and should be treated with respect.*** Bullying behaviour impacts children's wellbeing and can affect their participation, attainment and inclusion. This anti-bullying strategy has been created in partnership with staff, parents and pupils of Longridge Primary School to demonstrate our clear commitment to developing a respectful ethos where there is an understanding that **bullying is never acceptable.** It has been created in line with our Positive Relationships and Health & Wellbeing polices. *Respect for All,* the National Approach to anti-bullying, defines bullying as:

> 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.

In line with this definition, our anti-bullying pupil ambassadors define bullying as:

> Behaviour that is consistent and sets out to intentionally cause harm to someone.

Our Aims & Objectives of This Policy

- Deliver a consistent approach to ensuring that all pupils understand **bullying is unacceptable behaviour**.
- Develop a consistent and coherent approach to preventing and dealing with bullying.
- A commitment to celebrating diversity and challenging prejudices.
- Develop an environment and ethos which promotes respect, diversity and promotes positive relationships in line with our Positive Relationships Policy.
- Develop pupil understanding of what bullying is and ensure that children know what to do if they need help.

Preventing Bullying:

A proactive approach to bullying is essential. In order to create an environment where bullying cannot thrive we have the following range of proactive approaches at Longridge Primary School:

> Environments that promote respect, celebrate difference and promote positive relationships and behaviour are less likely to see bullying as an acceptable behaviour.
>
> Respect for All.

Rights Respecting Schools

As a Rights Respecting School, we create a safe and inspiring place to learn, where children are respected, their voices are valued, their talents are nurtured and they are able to thrive. Our approach to Children's Rights embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens. Bullying is a direct breach of the UN Convention on the Rights of the Child.

Inclusive & Supporting Learning Environments

Respect for All identifies the importance of an inclusive culture to preventing bulling. Fundamental to our ethos at Longridge Primary is our inclusive and equitable approach. An inclusive classroom environment is paramount to ensuring that all of our pupils develop a sense of belonging. Developing pupil understanding of equity through learning about, and respecting the needs of others creates a positive culture.

Promoting Positive & Respectful Relationships

> Research has demonstrated that investing time and resources into improving relationships in establishments leads to positive outcomes around inclusion, engagement, attainment and achievement in the short term and community safety and cohesion in the longer term.
>
> Education Scotland

The aim of our Positive Relationships Policy is to develop positive relationships within a supportive ethos and a climate of mutual respect and trust whilst building self-esteem. Staff understand the important of strong staff-pupil relationships and model positive relationships and positive behaviour.

Bullying takes place in the context of relationships, developing and fostering respectful pupil relationships is fundamental to preventing bulling.

Our Positive Relationship Policy sets high expectation for behaviour and insists respect.

Pupil Wellbeing

Fundamental to our approach is the Getting it Right for Every Child framework, this is embedded in our planning for pupils and ensures that the wellbeing needs of our children and young people are being met.

Children self-report twice termly on their Wellbeing Indicators which allows staff to formally track pupil wellbeing and provide appropriate interventions as required. Zones of Regulation is embedded in all classes to allow children to check-in with their teachers for daily wellbeing tracking. This allows teachers to be proactive to any changes in pupil wellbeing. Our One Trusted Adult Approach facilitates children to request an appointment with a trusted adult.

Zones of Regulation, explicit teaching of Wellbeing Indicators, ensuring strong staff-pupil relationships and a One Trusted Adult approach ensures ongoing opportunities for high quality communication around wellbeing. Our strong positive relationships are built on open communication, empathy and understanding to promote pupil wellbeing and to ensure that if a problem does arise, our children have adults that they can approach.

Celebrating Diversity & Challenging All Forms of Prejudice and Inequality

Our curriculum provides our pupils with well-planned opportunities to explore and celebrate diversity throughout the school year, staff support and encourage children to challenge prejudice and inequality. Our rights-based approach has provided a platform to explore these issues and we ensure that all types of prejudice are treated with equal importance. The Equality Act 2010 supports progress on equality, particularly in relation to protected characteristics.

Peer Mediators

Through our new Peer Mediator Programme, pupils have been trained in mediation and can provide conflict resolution for other children.

Staff Training

Staff engage with professional learning around bullying including Education Scotland's Respect Me Anti-Bullying Resource.

Addressing Bullying

Consultation with pupils of Longridge Primary told us that children want adults to take reports of bullying seriously and they want reports of bullying acted upon immediately. The children designed a staged approach to dealing with reports of bullying. Article 12 of the UNCRC states that children have the right to their opinion and to be listened to and taken seriously. Consultation with parents confirmed that they agreed with our bullying definition and supported a simple, staged approached to dealing with incidents.

At Longridge Primary School, all staff adopt a restorative approach when dealing with incidents/disputes. The benefit of a restorative approach is that it teaches children how to reflect on their behaviour and encourages them to understand the relationship between what they did and how it impacts others.

Scotland's National Improvement Framework prioritises the need for improvement in children's health and wellbeing. By recording and monitoring bullying incidents at a local level on SEEMIS, local authorities and schools are be able to identify trends or themes emerging and where improvement can be made to support the wellbeing of all children and young people.

Staged Approach to Dealing with Bullying:

The procedure when responding to bulling incidents or accusations at Longridge Primary is as follows:

Stage 1 - Initial concerns raised – Staff member to refer to our bullying definition to assess whether the allegation is a single event or repeated behaviour intended to cause harm.

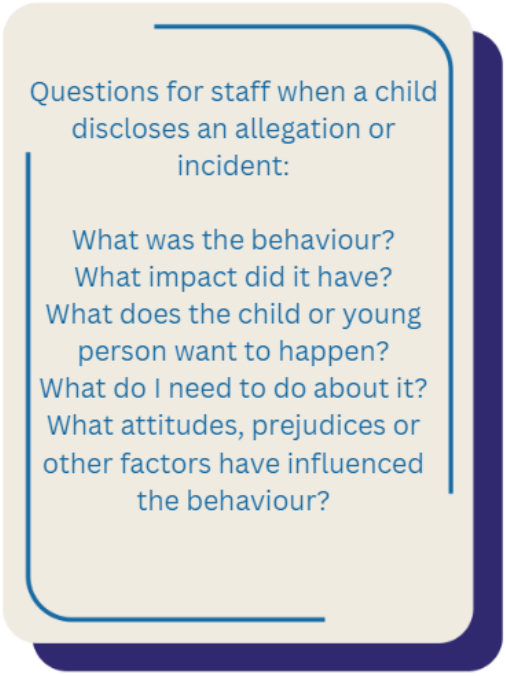
Single event: All children will be involved in a restorative discussion with the aim of restoring positive and respectful relationships. School rules and expectations will be reinforced. Staff will then monitor the situation.

Consistent behaviour: Proceed to stage 3.

Stage 2 - Concerning behaviour is repeated – Staff member to refer to our bullying definition to assess whether the allegation is a single event or repeated behaviour intended to cause harm.

Second single event: The incident will recorded on Pastoral Notes on SEEMIS. Another restorative session will take place and rules and expectations will be reinforced. All parents/carers will be involved.

Consistent behaviour: Proceed to stage 3.



Stage 3 - Behaviour is consistent – At this stage, the Senior Leadership Team will investigate. It may be concluded that, in line with our definition of bullying, this behaviour is now consistent and is intentionally causing harm and therefore **bullying is established** and must be recorded on Bully & Equalities on SEEMIS. A support plan will then be created for all pupils involved and shared with parents and staff.

Stage 4 - Measures of Support: Each bullying incident should be reviewed individually and support plans should be bespoke, children should be involved in the decisions made around the support that they will receive. Children who have been bullied often do not feel in control of their life, by supporting children to make choices about the level of support required can help to restore their sense of agency and develop their resilience.

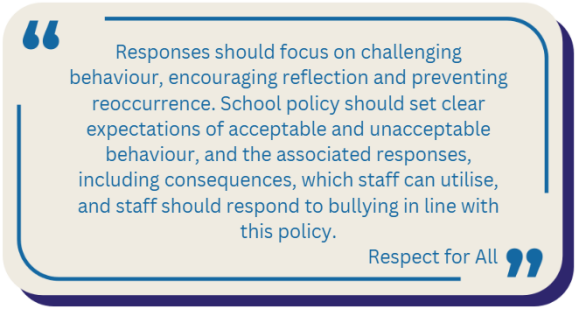
Support plans may include, changes to routines, positive response plans, opportunities to repair and develop relationships, referral to partner agencies and counselling.

Children and young people 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.

Children who demonstrate bullying behaviour need to be supported by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. Staff need to work alongside children to challenge prejudice and offer the opportunity to learn and change behaviour. Consideration should be given to any factors that may impact upon a child or young person's wellbeing, including whether any additional support for learning is required. Support may be required from partner agencies.

Pupils involved will check-in with class teacher/Head Teacher to revisit, monitor and review their support plan. This will be recorded on SEEMIS.

Based on parental feedback from the first draft of our policy, the children were tasked with agreeing appropriate consequences for bullying behaviour whilst considering children's rights.



- Consider appropriate ways to apologise and make right your behaviour either verbally, in a letter or card.
- Reflection time to think about the impact of behaviour.
- Following any disruptive incidents in the playground, time should be paid back.

Longridge Primary Anti-Bullying Strategy Summary

At Longridge Primary, we believe that everyone in our school has right to learn, the right to be safe and should be treated with respect. Bullying behaviour impacts children's wellbeing and can affect their participation, attainment and inclusion. This anti-bullying strategy has been created in partnership with staff, parents and pupils of Longridge Primary School to demonstrate our clear commitment to developing a respectful ethos where there is an understanding that bullying is never acceptable. It has been created in line with our Positive Relationships and Health & Wellbeing polices.

Definitions of Bullying

> 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.

The National Definition of Bullying, Respect for All

> Behaviour that is consistent and sets out to intentionally cause harm to someone.

The Longridge Primary Definition, Created by our pupil Anti-Bullying Group

Our pupils sharing their views

Approaches to Prevent Bullying

Rights Respecting Schools

Inclusive Learning Environment

Positive Relationships

Pupil Wellbeing

Celebrating Diversity & Challenging Inequality

Peer Mediators

Staff Training

Addressing Bullying Procedures



STAGE 1
INITIAL CONCERNS RAISED

Staff member to refer to our bullying definition to assess whether the allegation is a single event or repeated behaviour intended to cause harm.

Single event: All children will be involved in a restorative discussion with the aim of restoring positive and respectful relationships. School rules and expectations will be reinforced. Staff will then monitor the situation.

Consistent behaviour: Proceed to stage 3.



STAGE 2
REPEAT OF CONCERNING BEHAVIOUR

Staff member to refer to our bullying definition to assess whether the allegation is a single event or repeated behaviour intended to cause harm.

Second single event: The incident will recorded on Pastoral Notes on SEEMIS. Another restorative session will take place and rules and expectations will be reinforced. All parents/carers will be involved.

Consistent behaviour: Proceed to stage 3.



STAGE 3
BEHAVIOUR IS CONSISTENT

At this stage, the Senior Leadership Team will investigate. It may be concluded that, in line with our definition of bullying, this behaviour is now consistent and is intentionally causing harm and therefore bullying is established and must be recorded on Bully & Equalities on SEEMIS. A support plan will then be created for all pupils involved and shared with parents and staff.



STAGE 4
MEASURES OF SUPPORT

Each bullying incident should be reviewed individually and support plans should be bespoke, children should be involved in the decisions made around the support that they will receive. Support plans may include, changes to routines, positive response plans, opportunities to repair and develop relationships, referral to partner agencies and counselling.
Pupils involved will check-in with class teacher/Head Teacher to review their support plan. This will be recorded on SEEMIS.

Our pupils talking about these stages