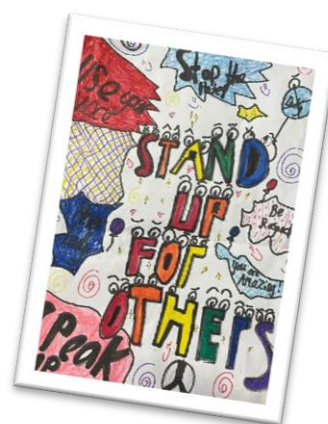




Parent/Carer Guide to the 'Preventing and Responding to Bullying and Prejudice' Policy

Royal Mile Primary



We are strongly committed to providing a safe environment for everyone in our school. We are committed to ensuring positive relationships. Bullying, prejudice and discrimination are never acceptable and children, young people and staff have the right to learn and work in a safe, fair and secure environment.

Our core practices are the 4 Rs:

Relationships, Rights Respecting, Resilience, Restorative.

We are a **Rights Respecting School**. This procedure covers the following articles of the UNCRC:

Article 2: You have the right to protection against discrimination.

Article 19: You have the right to be protected from being hurt or badly treated.

Article 29: You have the right to an education which develops your personality and your respect for others rights and the environment.



What do we mean by 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 contact of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.' (respectme 2015)

Bullying behaviours can take many forms. Examples of bullying behaviours include:

- Name calling, teasing, putting down or threatening.
- Ignoring, leaving out or spreading rumours.
- Hitting, tripping, kicking.
- Taking and damaging belongings.
- Sending an abusive text, email or instant message, or posting an abusive comment on a social networking site (online or cyber-bullying).
- Targeting someone because of who they are perceived to be.

What is prejudice based bullying?

Bullying can often be rooted in prejudice and discrimination due to difference or a perceived difference. We are committed to challenging discrimination and fulfilling our duty under the Equality Act of 2010.

The Equality Act 2010 sets our rights which include legal protection from discrimination to any of the nine protected characteristics: disability; race; sex (gender); pregnancy/maternity; religion/belief; sexual orientation; gender re-assignment; age; marriage/civil partnership.

What do we do to PREVENT bullying?

By promoting a positive school ethos, with a focus on rights, equalities and health and wellbeing we hope to prevent bullying, prejudice and discrimination from happening. For example;

- We regularly update displays to remind pupils that bullying is not acceptable.
- Our pupil equalities reps actively lead anti-bullying work in assemblies and curriculum development.
- We carry out regular pupil surveys to seek pupil views.
- We hold regular anti-bullying projects to raise the profile of these issues such as 'Show Racism the Red Card'.
- We ensure all pupils learn about their human rights in lessons and assemblies.
- We have a school buddying system.
- We are developing 'Anti-Bullying Mentors' in P6/7.
- All classes have a 'worry box' for pupils to share concerns with staff at an early stage. We also have one at the school entrance.
- All staff receive regular training to increase their awareness and develop skills in restorative practice.

How do we support pupils who are bullied or experience prejudice and discrimination?

We listen to the child –

- We reassure them that they have done the right thing by telling.
- We encourage them to talk about how they feel, find out what happened and who was involved.
- We involve them in making choices about how the matter could be resolved.
- We discuss strategies for being safe and staying safe.
- We ask them to report any further incidents straight away.
- We say clearly what will happen next and that we will update them on progress.
- When the incident has been resolved, we monitor and check the bullying has not started again.

The teacher or member of staff who receives the report will record the incident on a 'Wellbeing Concern Form' and discuss next steps with the Headteacher.

What happens next?

Further investigation may involve –

- Speaking with the children involved.
- Speaking with children or others who witnessed the incident.
- Speaking with parents.
- Advice from partner services.

If it is found that bullying, prejudice or discrimination has taken place, we will take appropriate and proportionate action (see examples below). If it is found that it has not taken place we will speak to the child or person who reported the incident and offer support.

What work will take place with pupils that bully others or present prejudiced or discriminatory attitudes?

A child who is bullying someone else may not be doing this consciously but the impact of bullying, prejudice or discrimination is still felt and this is taken seriously.

- We will interview the pupil (or pupils) involved in the incident separately.
- We will listen to their version of events.
- We will reinforce the message that bullying, prejudice and discrimination are not acceptable and we expect it to stop.
- We will address any prejudicial attitudes that may be behind the behaviour.
- We will seek commitment to stop bullying.
- We will consider consequences under our Positive Behaviour Management Procedure.
- We will consider further support or referrals needed e.g Educational Psychologist.
- In the case of a hate crime we would seek advice from Police Scotland.
- We will contact parents.
- We will follow up after incidents to check that the bullying, prejudice or discriminatory behaviour has stopped.

Some examples of our actions –

- Restorative practices (this is where the pupil is given the opportunity to explain the impact of the behaviour/incident and how it made them feel directly to the other pupil involved).
- Involvement of parent/carers.
- Peer mentoring.
- Use of nurture class to build confidence.
- Physical separation of person presenting bullying, prejudice or discriminatory behaviour where necessary and possible.
- Consequences, including loss of privileges.
- Referral to specific support services.

How will concerns be recorded and monitored?

The following information will be recorded on SEEMiS

- The person experiencing the behaviour.
- The person displaying the behaviour.
- The nature and category of the incident.
- The perceived reason (s) for the bullying.
- Actions already taken and future actions.
- Conclusion (being addressed, resolved, not resolved, unfounded)

December 2024 (Please note that this booklet is intended for reference and the full policy can be found on the school website www.royalmileprimary.com)



Incident/concern is reported

Listen to the concern - What happened? How did it make you feel? Who was involved? Were there any witnesses? What would you like to happen?

RECORD CONCERN ON WELFARE FORM

Speak to the person alleged to have displayed the bullying behaviour and any witnesses separately.

Using evidence gathered – is it bullying/prejudice?

YES it is
bullying/prejudice
based bullying.

Is there
CHILD
PROTECTION
concerns?

Could the
incident
be a HATE
CRIME?

NO

YES

NO

YES

Member of SLT
to contact
Social Care
Direct for
advice

01312002324

Member of SLT
to contact
Community
Police for
advice

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FURTHER
INVESTIGATION
NEEDED

Further monitoring of
interactions.

Feedback to all persons
involved.

Provide feedback to
parent/carer.

Set timeframe for review.
At review follow flow chat
above for actions.

NO there is not sufficient
evidence of
bullying/prejudice based
bullying at this time.

Feedback to all persons
involved.

Provide feedback to
parent/carer.

Agree how any
relationships will be
monitored and any
further support needed.

**Record concern and
actions taken on SEEMIS**

FURTHER ACTIONS TO TAKE PLACE

- We will reinforce with the person displaying the bullying / prejudice based behaviour that the behaviour is unacceptable and we expect it to stop.
- We will try to address any prejudicial attitudes/beliefs.
- We will engage all parties in a restorative discussion in which we will try to support them in recognising the impact/harm caused by their behaviour and seek a commitment that the behaviour will stop.
- We will consider possible supports needed for the person experiencing the behaviour e.g peer buddies, counselling.
- We will consider possible supports for the person displaying the behaviours e.g. referral to our Educational Psychologist.
- We will consider possible sanctions in line with of our Promoting Positive Behaviour Policy.
- We will contact the parent/carers of the persons involved to provide feedback.
- We will ask both the persons involved and parent/carers whether they are satisfied with the above actions.
- We will agree a timeframe for review.

Review incident by agreed date. This should include contact with all persons involved and parents/carers. Consider if further actions are needed.