

KINDNESS

FRIENDLY

CARING

RESPONSIBLE

RESPECTFUL

Beckford Primary School

Ready Respectful Safe; Antibullying Policy (November 2023)



~bebrilliantbeboldbebeckford~



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Rationale

At Beckford Primary School, we pride ourselves in the positive ethos we have developed. We work hard as a team to make everyone feel welcome, included and a valued part of our school. We understand that at times difficulties and upset can be experienced and we work together to find solutions to prevent these experiences happening again.

Our school values: **KINDNESS FRIENDLY CARING RESPONSIBLE RESPECTFUL** are at the heart of the development of our school ethos and will form a central part of our anti-bullying policy. We are working towards being a Rights Respecting School and will consider articles from the United Nations Convention on the Rights of the Child (UNCRC) within our policy. The following Articles:

Article 2 - The right for everyone to be treated equally.

Article 12 - The right to have a view.

Article 19 - The right to be protected from violence, abuse, and neglect.

Our school values, along with a right of the month and our school rules - **READY, RESPECTFUL, SAFE** are focuses for learning throughout the school calendar, including at our weekly assemblies.

In addition to this we will ensure our policy reflects guidance and practice from Scottish Government, 'Respect for All' (2017) and South Lanarkshire Council's anti-bullying policy 'Treat Me Well' (2018).

Aim

Here at Beckford Primary School, our values are to be kind, friendly, caring, responsible and respectful. We understand that bullying is never acceptable and that children have the right to learn in a safe, secure environment.



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WHAT IS BULLYING BEHAVIOUR?

In Scotland the definition of bullying is defined 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.' (Respectme, 2015)

Our school community have been consulted on what our collective understanding is of bullying and we have brought together a much simpler definition to support learners' understanding:

Hurting someone through your actions (face to face and online), which make us feel unsafe, scared, and alone. This may be bullying behaviour.

Bullying behaviour can be:

- Being called names, teased, insulting someone, or threatening, either face to face or online.
- Being hit, kicked, pushed, tripped deliberately.
- Being isolated, ignoring someone, spreading rumours about someone or blackmailing.
- Deliberate damage to someone's property or stealing someone's property.



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- Using social media to send abusive messages, picture or images including on mobile phone and gaming platforms **
- Being targeted because of who you are.

it is important to note that although a lot of bullying through social media and gaming platforms occurs outside of the school, the school will address allegations of online bullying as we must remember that it is a behaviour that has happened to the child and that it will ultimately impact on them.

PROTECTED CHARACTERISTICS

Prejudice based language and bullying will not be tolerated within the school. The Equality Act (2010) outlines nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race
- Sex
- Religion and belief
- Sexual orientation

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WHEN IS IT NOT BULLYING

We know that from time to time, children will fall out and disagree with each other as they form and build relationships.

This is a normal part of growing up and most children have the ability to bounce back from this type of behaviour.

It is important to discuss how they feel and as the adults supporting the situation help them to develop resilience to manage their relationships.

When this is the situation, we do not consider this as bullying and would use restorative practices to find positive common ground to move forward. It would only trigger a discussion around bullying if it was left unresolved or becomes something much more serious.

At times, there may be actions that appear as bullying but are a crime. Behaviours like hate crime, sexual harassment/assault, or physical assault are illegal.

More information can be found at <https://respectme.org.uk/bullying/what-is-bullying/#:~:text=If%20you%20are%20unsure%20if,intervene%20to%20help%20restore%20it>.

RESPONSIBILITIES AND EXPECTATIONS

Everyone in our school community has a role to play, to ensure the aim of this policy is met:

'Here at Beckford Primary School, our values are to be kind, friendly, caring, responsible and respectful. We understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment.'

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'See it, Report it, Don't Ignore it!'

Tell or write to, someone you trust if you are being bullied or if you know that someone else is being bullied.

#bebold

Be Ready, Respectful and Safe!

Follow our school rules and values in our school and in our community.

#bebrilliant

learners

Be responsible!

Use technology appropriately, be aware of the impact your words and actions can have on someone else!

#bebeckford

'Spread Kindness like Confetti!'

Respect everyone and value their differences!

Respect other children's rights.

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Get to know....

Be familiar with our policies:
Anti-bullying policy, Ready-Respectful-Safe
(behaviour policy), Curriculum Rationale (vision,
values and aims of the school).

Report!

Report any bullying incidents to us.

Understand -

That 'fall outs' can happen between
children and is not uncommon.

Parents/Carers

Support!

Give your child the support they need if they have
been bullied.

Help us to help your child when they have been
accused of bullying.

Be alert!

Watch out for changes in your child's mood and
personality. Talk to us if you are concerned.

Monitor your child's interactions with technology,
be alert to dangers online.

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Promote our positive ethos and support our culture of working together as a team to make everyone feel valued and included.

Understand and model our school (and local authority) policies and procedures...

Anti-bullying policy, Ready-Respectful-Safe (behaviour policy), Health and Wellbeing policy, Curriculum Rationale (vision, values and aims of the school), Treat Me Well, Code of Conduct etc.

All Staff

Report and Support!

Listen to the child's concerns and report any bullying incidents to the Senior Leadership Team.

Support the person experiencing bullying behaviour and the person displaying that behaviour.

Record -

An overview of what the child has said to you.

Be informed...

Take part in appropriate training opportunities.

Ask for feedback on any incidents you have reported to the SLT.

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Be leaders of the development of our positive ethos and develop our culture of working together as a team to make everyone feel valued and included.

Work alongside all EVERYONE!

Understand and model our school (and local authority) policies and procedures....

Anti-bullying policy, SLC Flow Chart (August 2023), Ready-Respectful-Safe (behaviour policy), Health and Wellbeing policy, Curriculum Rationale (vision, values and aims of the school), Treat Me Well, Code of Conduct etc.

Senior Leadership Team

Investigate and Record...

Investigate all allegations in a fair and sensitive way.

Record incidents on Seemis Bullying and Equalities Module

Keep Everyone informed...

Use restorative practices to find positive outcomes.

Agree actions and monitor closely.
Provide feedback to all involved.

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Useful links from learners, families, and staff

<https://respectme.org.uk/bullying/>

<https://www.nationalbullyinghelpline.co.uk/kids.html>

<https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/pages/2/>

<https://childreninscotland.org.uk/call-16-work-together-to-build-cultures-where-every-voice-is-valued-and-create-a-society-free-from-bullying/>

<https://www.youngminds.org.uk/>

<https://www.samh.org.uk/>

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