

## Policy on prevention of bullying

### including recognition and transformation of bullying behaviours.

**Policy review date: 21st February 2023**

**Next review date: 21st February 2026**

**Drumduan School** is committed to providing a safe, supportive environment for all people within or associated with its community. Here at Drumduan, we value respect, kindness, dignity, fairness and inclusion. We understand that bullying behaviour is never acceptable, and that children and young people have the right to learn in a safe, secure environment. This policy takes account of the guidance offered within the policies, Acts and services indicated below. This intent applies similarly to all staff and volunteers working in the Drumduan school community. We aim to support anyone experiencing unkind behaviour from any source.

[Respect for All: national approach to anti-bullying - gov.scot \(www.gov.scot\)](http://www.gov.scot)

We are clear that bullying is a breach of the UN convention on the rights of the child.

Here are links to the Scottish response to this:

[CRiS-Childrens-Parliament-Report-for-web-2019.pdf \(childrensparliament.org.uk\)](http://childrensparliament.org.uk)

[Home - The Children and Young People's Commissioner Scotland \(cypcs.org.uk\)](http://cypcs.org.uk)

We understand that Wellbeing is crucial for children to be able to thrive and learn and that we can be aware of our children's state of being through careful observation.

[Getting it right for every child \(GIRFEC\) - gov.scot \(www.gov.scot\)](http://www.gov.scot)

[ESsafeguardingandchildprotectionpolicyApr18.pdf \(education.gov.scot\)](http://education.gov.scot)

Bullying behaviour is sometimes associated with prejudice and intolerance that relates to perceived or actual differences. This can lead to behaviour and language which can manifest into prejudice-based bullying such as racism, sexism, homophobia, transphobia and prejudice and discrimination towards disability or faith or socio-economic background. We strive through the curriculum and through our behaviours and expectations, to foster understanding and acceptance of all.

[Your rights under the Equality Act 2010 | Equality and Human Rights Commission \(equalityhumanrights.com\)](http://equalityhumanrights.com)

[Promoting\\_DE080313\\_tcm4-747988.pdf \(ed.ac.uk\)](http://ed.ac.uk) Promoting Diversity and Equality in Scottish Schools

[Education \(Additional Support for Learning\) \(Scotland\) Act 2004 \(legislation.gov.uk\)](http://legislation.gov.uk) (as amended 2009 and extended 2012)

## Policy on prevention of bullying

### including recognition and transformation of bullying behaviours.

This policy also considers information and suggestions from parents (through questionnaires and meetings), pupils currently attending the school (through specific lesson opportunities from class 5 to 11), and the staff working in the school.

#### Definition of bullying:

*Bullying is both behaviour and impact; what someone does and the impact it has on a person's capacity to feel safe and in control of themselves. We call this their sense of 'agency'. (Respectme 2015)*

Bullying is any behaviour by an individual or group that:

- Is meant to hurt, i.e. the person carrying out the actions knows the effect of what they are doing and means to do it.
- Happens more than once: there is a pattern of repeated unkind behaviours – rarely a one-off incident.
- Involves an imbalance of power: the person enduring the unkind behaviours finds it very hard to defend themselves.

Bullying can be perpetrated in a variety of ways:

- Physical: kicking, hitting, hurting, interfering with, personal space intrusion, damaging belongings.
- Verbal: threats, name calling, put-downs, taunting, humiliating, making offensive remarks.
- Emotional: spreading nasty stories, ignoring, excluding, gossiping, sharing private information or pictures, stalking, frightening.

Bullying can take place through a variety of means:

- 1 to 1 or in a group
- By known perpetrators or anonymously
- Face to face or at a distance: text, e-mails, social media, written materials, pictures, videos.
- Bystander or spectator bullying and other means of encouraging unkindness in others.

For more information see this link:

[Respect Me | What is bullying?respectme](https://www.respectme.org.uk/what-is-bullying?respectme)

## Policy on prevention of bullying

### including recognition and transformation of bullying behaviours.

#### Strategies for prevention and response.

Bullying behaviour takes place within the context of relationships. Promoting respectful relationships, nurturing and modelling skills for repairing relationships, and ensuring we respond to all forms of prejudice, helps to create an environment where bullying does not thrive.

**School ethos:** As a school we aim to create an environment in which everyone in our school community is valued, and where we treat one another with the consideration which we would like others to give to us. We aspire to:

- Create a safe environment where students can learn, work, and play within a culture of supportive, mutual respect.
- Foster relationships between staff and students, such that students can feel safe speaking to a member of staff about their concerns, confident that they will be heard and given help.
- Be clear that if bullying behaviours are occurring, we will work together, promptly, to help both those who have been hurt and those responsible for the hurt to support them in learning appropriate ways to behave.

**Curricular approaches:** Drumduan School educates children using principles and curriculum developed by Rudolf Steiner and is committed to understanding and providing a secure and safe environment which will enable our children to grow naturally, according to the developmental stages essential for their growth as individuals and as welcome, included members of the community.

We aim to support children to grow naturally, feeling secure and approaching one another and their challenges with confidence and empathy. Each child's development is closely observed and reviewed, considered deeply and with care so that the child can be supported when experiencing difficulties, to meet their developmental challenges

**Early years:** During Kindergarten years, children are guided towards kindness and understanding of one another. Staff develop the themes through stories and shared activities and through their own behaviour. Occasionally, actions may need to be taken to avoid certain triggers or encounters, while the children learn to work together. These may include offering alternative activities away from triggers, age-appropriate restorative approaches and, where necessary, clear consequences for repeated unwanted behaviours.

**Lower and Middle school,** Throughout classes 1 to 8, lessons draw on stimulus from the curriculum where unkindness, prejudice and bullying can be considered implicitly during the learning. Children may explore this through a variety of means.

**From class 6 to Upper School,** more explicit consideration of intentional repeated unkindness will be discussed during lessons. The work is also within the Relationships part of the PSE curriculum

## Policy on prevention of bullying

### including recognition and transformation of bullying behaviours.

and covers online safety and bullying using materials developed by CEOPS. (Child Exploitation and Online Protection – a National Crime Agency command). [CEOP Education \(thinkuknow.co.uk\)](http://thinkuknow.co.uk)

Here is a link to part of Scotland's anti bullying service which supports children experiencing bullying:

[Respect Me | Children and Young People | Anti-bullyingrespectme](http://RespectMe|ChildrenandYoungPeople|Anti-bullyingrespectme)

### **Proactive strategies: Staff monitoring of social / ecological background:**

1. Break time supervision and the physical characteristics of school and grounds: The school grounds have many areas hidden from view which are patrolled by the two staff on duty during break and lunch times. Children are encouraged to seek help from these staff or their class teachers if there are problems of any sort. We foster a culture of valuing children's reports so all feel heard.
2. Family factors: Kindergarten and Class teachers or Class Guardians in Upper School work closely with families and are aware of vulnerabilities which may stem from family factors. They, and where necessary other staff, pay particular attention to these children.
3. Teasing or abuse relating to Community, Ethnicity, Additional Support Needs, Gender ID and any other forms of discrimination are not tolerated, and children are encouraged to report any such behaviour.
4. Signals such as anger, anxiety, emotional imbalance, mental ill health may be indicators of children being in receipt of, or cause them to engage in, bullying behaviour and are closely monitored by Class teachers and Additional Support staff.
5. Social skills deficits can be a factor and children may need input from Additional Support Staff to understand and develop effective ways of interacting socially.

### **Commitment to promoting and role-modelling positive behaviours.**

The goal is to foster prosocial and respectful behaviours and attitudes among all pupils – not solely to eradicate bullying behaviour.

To maintain a healthy **school ethos**, Staff and the community will note any signals indicating possible relational problems among or between themselves and address those issues openly and supportively, using mediation where required. Similarly, children and young people will be encouraged to tackle issues in safe ways with support.

Respect, curiosity and understanding of difference is encouraged from early years through careful teacher practice and the curriculum content. This content is designed and presented at each stage in a way which generates and encourages growth and skills from within the child. Staff aim to model calm and thoughtful approaches to dealing with disagreement and conflict, with respect for

## **Policy on prevention of bullying**

### **including recognition and transformation of bullying behaviours.**

self and for one another being at the core of the learning. The classroom is a nurturing, inclusive and supportive learning environment where all the children are valued.

**Within this approach we are careful to avoid labelling children, implicitly or explicitly, as ‘victim’ or ‘bully’. This emphasises that we are dealing with behaviour – which is a choice and can be changed – rather than a character trait or identity – which can be very damaging and disempowering.**

### **Expectations of codes of behaviour and responsibilities for staff, volunteers, pupils, and other members of the community.**

Individuals must be clear on their roles and responsibilities within the school community, be they staff, volunteers or pupils, and are expected to treat others respectfully and according to those roles.

We encourage all to employ relational and solution focussed approaches to resolving disagreements and conflicts.

We encourage all to seek support if the feelings of anger or of distress are preventing resolution. Pupils can speak to a teacher of their choice and parents, staff and volunteers can speak with a mentor or another member of staff of their choice in the first instance. Parents can make a formal, written request to the class teacher, or to the Core Group, for a situation or incidents to be addressed.

We encourage all to call out unkind or bullying behaviour so that situations are dealt with before causing harm. The school recognises the tension between telling on peers v keeping the peace, or unnecessary telling v reporting important things. These tensions are confusing and class teachers address them both, through the curriculum and in ongoing discussions as issues arise. Generally, pupils are advised to report anything which feels wrong to them.

Encouraging or supporting bullying behaviour is considered to be bullying and will be dealt with as such.

Generally, adults need to be aware of sarcasm and using humour inappropriately. Children are very sensitive to ulterior messages, and some may be unable to detect the humour intended.

We do not recognise physical or verbal abuse as valid means to resolving situations. Using such behaviours obstructs resolution and may attract consequences.

Staff and volunteers will receive training during In Service days, refer to the *Respectme* guidelines and also bring situations to pedagogical and staff meetings for information, support and learning.

## **Reporting, Responses and Procedures**

## Policy on prevention of bullying

### including recognition and transformation of bullying behaviours.

Children and young people who are experiencing bullying behaviour may not report it for fear of worsening the problem. When staff identify potential bullying behaviours through the proactive strategies above, or are alerted to a problem by other children, they will follow the procedures below as normal.

**Reporting:** Any child or young person may report incident(s) to a member of staff, or to their parents who will then contact the class teacher via phone or preferably email so that action can be taken. Staff witnessing incidents will complete an incident report form directly and inform KG / Class Teacher or Guardian. Pupils wishing to report instances anonymously may do so via their parents, a trusted staff member or via the Safeguarding team.

### **Recording:**

Where an incident has been witnessed by, or reported to a staff member by a student, an incident report form is created for each child involved, *without naming the other children*, and describing what has been observed / reported. As the incident is dealt with the details of responses and outcomes for each child will be completed on their form. Once the process is complete, the form will be signed off by the member of staff, emailed to the parent and retained in the pupil's PPR in the office.

Where an incident is reported by a parent via email, the resultant email chain, and record of any meetings, including emails and meeting records with the parents of other children involved, will form the record of the incident.

**Communicating:** All parents involved should be informed – preferably by phone or email – as soon as possible. The person responsible for safeguarding should also be informed to ascertain whether there is a role for them.

**Process to develop understanding:** To clearly understand what has happened the following questions need to be addressed.

- What was the behaviour?
- What impact did it have?
- What does the child/ young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors influenced the behaviour?

**Consequences:** Where the behaviour has caused physical harm or emotional distress, there may be a case for applying a consequence to support change in any child/young person who is engaging in the behaviour. However, consequences need to be effective as such for the child in question and therefore are best not pre-determined here. KG / Class Teachers or Guardians are best placed to construct effective, bespoke consequences for pupils. In severe cases, consequences may include temporary suspension from school, missing out on an activity or, in exceptional circumstances, missing a trip.

## **Policy on prevention of bullying**

### **including recognition and transformation of bullying behaviours.**

While any child who has been on the receiving end of unkind behaviour needs to know there have been consequences applied, care needs to be taken so that the consequence is effective in changing the behaviour rather than enhancing issues such as shame or isolation which may trigger further bullying behaviour. The relevant Kg / Class teachers and Guardians, working closely with parents and carers, are best placed to balance these issues and avoid exacerbating a problem.

**Healing:** Developing an approach which avoids labelling victim and bully is essential, as bullying is a way of behaving, not an identity, and similarly being victimised is an experience not an identity. Both are likely to need support towards better self-esteem, resilience and relationship building. At Drumduan School, we take a relational approach to handling incidents, using restorative practices where appropriate.

Children and young people value choice when responding to bullying behaviours. They need to explore a range of options to find the one that suits them. When adults support them in making informed choices, this restores their sense of agency and power over their own lives, develops resilience and establishes positive relationship approaches they will need in later life. At Drumduan, this support may be offered by a range of staff options, including ASN staff, according to need and the child's preferences. Pupils' reflection on their own experience indicates that we need to avoid a forced, fake conversation with the sole intention to extract an apology. They value real conversations where they have some choice over how an issue is tackled, and clear outcomes which make sense to them.

Children and young people who are engaging in bullying behaviour need support to

- Identify 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.

Support to these ends may also involve a range of staff, including ASN staff, according to need and the child's age and receptiveness. Sometimes a specific Staff-wide strategy designed to support and reinforce positive behaviours across all classes and areas can be the most effective response.

**Parental / Carer involvement:** Parents and carers of children involved in incidents at any level will be kept informed of the incident, the nature and level of involvement of their child, and of any decisions or outcomes involving their child. They will be included in discussions or consulted regarding provisions designed to support their child following the incidents. The right for privacy of all children will otherwise be maintained in the interest and intention of supporting all, fairly. Parents are invited to support all children involved, to the benefit of all concerned, and to have an awareness of the strength of holding all children in positive regard.

## Policy on prevention of bullying

### including recognition and transformation of bullying behaviours.

Parents may find the following link helpful.

[Respect Me | Adults helping to support the anti-bullying movement respect me](#)

The school provides opportunities to clarify our approach and to gain an understanding of how the curriculum supports kindness and respect in our community, at parents' meetings and through other options as requested or offered – e.g. online formal information sessions or talks.

**Complaints:** Should any party feel the issue has not been resolved they should first approach the member of staff dealing with the incident(s). If still not satisfied, they may submit a complaint, via email, to the Core Group..

### Monitoring and Recording strategies. - data protection.

**Recording for the purpose of monitoring:** In addition to the report forms for each child, a central report maintained and held by the Operational Manager will be kept, logging the incident, including staff dealing with the incident. This is required for monitoring of bullying incidents and informs the School Improvement Plan. This information will not be available for general viewing.

**Data Protection:** As mentioned previously, children have the right to privacy and to having their data protected from unfair scrutiny or misuse. The names of other children will not be recorded in documents filed in Personal Pupil Records and the school takes care to maintain this privacy. All information is stored in the locked files or in school digital records maintained by the administrative staff.

**Monitoring:** The school monitors the intensity and frequency of bullying incidents in order to identify any shifts or worsening of behaviours. This supports us in identifying any overarching factors affecting the school community or from beyond so that we can develop broad strategies to maintain a caring, fair and inclusive community.

Data recorded may be used to support *Impact Assessments* where required and where any new approach is being trialled in future, according to the Equalities Act and Child Rights and Wellbeing Indicator Assessments. Impact assessments – including input from parents and pupils, will assess whether our arrangements are effective.

### **Training and support for staff.**

Staff at Drumduan frequently consider our approach to Bullying in Pedagogical and faculty meetings. Regular revision and training will also be a part of our In Service provision and other means of training, such as SWSF training, will be made available when required eg: as part of staff



## **Policy on prevention of bullying**

### **including recognition and transformation of bullying behaviours.**

Professional Update (under General Teaching Council for Scotland guidelines), as part of School Improvement Planning or for new members of staff.

Information on the free training programmes provided by *respectme* can be found here:

<http://respectme.org.uk/training/programmes-and-calendar/>

#### **This Policy:**

- **will be re-evaluated every 3 years to ensure and evidence that the approaches are fit for the future.**
- **will be sent electronically to all parents whenever updated and to all parents new to the school.**