

# Torrance Primary School



## Anti-bullying Policy

November 2023

### **Introduction and background information:**

*“Respect for All has a fundamental role to play in helping us realise our vision for all children and young people. It provides a holistic framework for all adults working with children and young people to address all aspects of bullying, including prejudice-based bullying. Respect for All reflects Getting it Right for Every Child (GIRFEC) and recognises that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination.”*

**Scottish Government (2017) – Respect for All: A National Approach to Anti-Bullying for Scotland’s Children and Young People.**

East Dunbartonshire Council is committed to providing a safe, supportive environment for all people in its educational establishments. Here at Torrance Primary School, our values are Respect, Perseverance, Kindness and Achievement. We understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment. We actively work to build positive relationships at the heart of our community. Positive health and wellbeing is central to our school SHINE aims (Appendix 1):

**STRIVING:** for high standards in learning and teaching to enable pupils to achieve their full potential. (Article 28)

**HAPPY AND HEALTHY:** Promoting positive health and wellbeing of the whole school community through a caring, respectful ethos. (Article 24, 31)

**INSPIRING:** Fostering a love of learning and curiosity about the world around us. (Article 29)

**NURTURING:** Building confidence and resilience in a supportive environment ensuring the needs of everyone are met. (Article 12, 23)

**ENGAGING:** Providing rich experiences that challenge thinking, encourage ambition and promote success. (Article 28)

The Scottish Government is committed to supporting and promoting children’s rights and the **United Nations Convention on the Rights of the Child (UNCRC)**. All children and young people have these rights and should respect the rights of others. The UK has ratified the UNCRC and Scotland participates in reporting every five years on its implementation of the convention, including its action on anti-bullying.

In September 2023 Torrance Primary achieved Bronze Rights Respecting Schools status and this highlights our commitment to learning about rights and encouraging our community to respect the rights of others. We are working towards our Silver award showing our ongoing commitment in ensuring Children’s Rights underpin our school ethos.

All pupils are encouraged to put Children’s Rights into practice and positive relationships are the heart of all we do. Charters of agreement have been created for each class, our school (Appendix 2) and for our playground and dining hall which are reviewed annually. This encourages children to focus on Children’s Rights every day.

**Getting It Right For Every Child (GIRFEC)** highlights eight wellbeing indicators to ensure that all children and young people are Safe, Happy, Achieving, Nurtured, Active, Respected, Responsible and Included. At Torrance Primary, children discuss the SHANARRI indicators to help monitor wellbeing over time.

**The Equality Act (2010)** aims to strengthen the law to support progress on equality. The Act consolidates and harmonises a range of equality legislation, replacing familiar laws such as the Sex Discrimination Act 1975, the Race Relations Act 1976, and the Disability Discrimination Act 1995. The Act provides protection from discrimination, harassment and victimisation based on a range of protected characteristics. Those characteristics which apply to education establishments are

defined in the Act as race, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity.

**Rationale:**

Children and young people are still learning how to get along with others. They will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. These are examples of ordinary conflict, perhaps thoughtless and possibly insensitive behaviour and should be viewed as a normal part of growing up. However, if left unchecked, these behaviours can lead to bullying, making those being bullied feeling afraid, uncomfortable or unsafe in their environment. They should be viewed as an opportunity to help children and young people learn about resolving conflict and getting along with others. Parents, teachers and other adults need to model kindness, conflict resolution, inclusion and responsibility.

This guidance has been created in response to East Dunbartonshire's Anti-Bullying policy and Guidance for Education Establishments (2019) and provides information to support pupils, parents/carers and staff on how to prevent, respond to and reduce bullying behaviour within the Torrance Primary community.

**Aims:**

The aims of this policy are to ensure:

- That our school values of Respect, Kindness, Perseverance and Achievement underpin relationships and inform our anti-bullying procedures;
- That all children and young people are provided with a safe, inclusive and supportive environment in which to learn;
- Children and young people, parents and carers and staff have a robust understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported;
- A culture is promoted where bullying is recognised as being unacceptable;
- The prevention of bullying of children and young people through a range of approaches;
- Effective support for children and their parents and carers who are affected by bullying.

**Definitions of Bullying:**

In Scotland, bullying is defined as:

Bullying is both the 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 (Respect Me, 2015).

Bullying is a combination of behaviours and impacts that can affect someone's ability to feel in control of themselves; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can harm people physically or emotionally and, although the behaviour may not be repeated, the threat may be kept up over time, by actions, looks, messages, confrontations, hitting or hurting or the fear of these.

Bullying also occurs in the virtual world which children access through the internet, via social networking (e.g. Facebook, Twitter, Snapchat, Instagram, TikTok), computers and mobile phones. As communication can happen anywhere and at any time, often unsupervised, online bullying can be very pervasive and difficult to handle. However, in essence, the behaviour is the same and requires

similar prevention methods. *Bullying – A guide for parents and carers*, which includes guidance on online bullying, is available from 'respectme' – Scotland's Anti-bullying Service on their website: [www.respectme.org.uk/resources/publications](http://www.respectme.org.uk/resources/publications)

Bullying behaviour may be related to prejudiced-based attitudes and behaviours which may compound other differences or difficulties in a child or young person's life. These include:

- Gender reassignment
- Pregnancy and maternity
- Racist bullying
- Religion and belief
- Homophobic bullying
- Disablist bullying
- Body image
- Sexism and gender
- Looked after children and young people
- Young carers
- Socio-economic group

With this in mind, vulnerable children and young people may be particularly at risk of experiencing bullying.

Research and practical experiences over time have led to an emerging understanding of bullying as a behaviour which emerges from complex social dynamics rather than solely as a characteristic of the individual. Bullying can be understood as behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated.

When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong and in order that they can change it.

Torrance Primary will work within the context of current definitions, taking account of the context in which the event took place and the impact on the person who feels harm has been done to them. It is considered unhelpful to define bullying purely in terms of behaviours alone.

It is important to have clarity about these significant events and be able to recognise and acknowledge bullying behaviours when they happen.

Bullying behaviours can include:

- Name calling, teasing, putting down or threatening and intimidating by making prejudiced-based remarks;
- Hitting, tripping, pushing, kicking;
- Taking and damaging belongings;
- Ignoring, excluding, spreading rumours;
- Sending abusive messages electronically e.g. via text, emails or social networking sites;
- Making people feel like they are being bullied or fearful of being bullied;
- Targeting someone because of who they are or who they are perceived to be.

This is not an exhaustive list; there may be other behaviours that could impact negatively on a child's wellbeing.

It is crucial to take into account the impact that bullying behaviour has on a child or young person. **The impact an incident has on a child or young person is more important than whether it is classified as bullying.** Actions can affect people in different ways and this should be taken into

consideration. The person who has experienced harm may have experienced just one event. **The impact determines the definition of bullying.** One incident is sufficient to alert adults to take supportive action.

### **Prevention of bullying:**

Torrance Primary school will work to create a positive and supportive ethos based on our school values of Respect, Kindness, Perseverance and Achievement. We create a culture that encourages respect, values opinions, celebrates differences and promotes positive relationships to make it difficult for bullying behaviour to occur or be tolerated. This includes approaches such as:

- Supporting anti-bullying projects and nurturing a positive ethos of respect for all;
- Promoting work on personal safety and anti-bullying as part of our Health and Wellbeing curriculum;
- Encouraging the development of environments in which children and young people can feel free of bullying and can thrive;
- Providing support in individual circumstances;

Other approaches may include:

- Buddying or mentoring;
- Peer mediation;
- Circle time with bullying focus;
- Creative and motivating ways to engage pupils and raise awareness of bullying with theatre groups, speakers, film footage and music;
- Involvement of the Pupil Council;
- Anti-bullying campaigns, posters and assemblies;
- Encouraging pupils to report bullying incidents using 'worry' boxes;
- Areas of special focus e.g. prevention of name calling;
- An understanding of the impact and legal consequences of on-line bullying, supported by agencies such as Respect Me, for the whole community through the curriculum, assemblies, charter agreements, information and events for parents/carers.

### **Action:**

The member of staff to whom the incident is first reported, or who has witnessed the incident, will take the incident seriously. They will use their professional judgement in deciding upon appropriate action based on the impact of the behaviour on the child or young person.

The child or young people will receive appropriate support and protection.

Examples of good practice include:

- The child or young person is taken to a comfortable place with no distractions;
- The child or young person is listened to;
- They should be gently encouraged to talk, to find out what happened, who was involved, where and when – and notes taken;
- They should be asked what they want to see happen next;
- The child or young person should be kept up to date with progress;

- The member of staff will inform parents of the incident and action taken, if it is deemed appropriate. An example where it may not be appropriate to inform parents could include a transgender young person. The young person may not have told their family about their gender identity and inadvertent disclosure could cause unnecessary stress for them or put them at risk. Confidentiality and privacy should be respected and disclosing information to parents or carers should only be done with consent of the young person. Further guidance can be accessed in the following link:  
<https://www.lgbtyouth.org.uk/media/1344/supporting-transgender-young-people.pdf>

### **Recording incidents:**

This will be undertaken by the member of Senior Leadership Team dealing with the incident.

When an incident has been raised, the designated member of staff should log the incident on the school's management information system (SEEMIS) Bullying and Equalities module as soon as possible. An investigation into the incident should follow and SEEMIS should be updated throughout this process. Once concluded, the incident should be closed off.

Where the allegation is unfounded, recording of the pupil's name alleged to have been displaying bullying behaviour should be entered in the bottom box headed 'other person' within the 'person displaying' section on SEEMIS. This will ensure that the allegation will not show on the pupil's SEEMIS record.

Where an incident is found to be bullying, the designated member of staff should ensure that appropriate supports/interventions are in place to address any underlying prejudice. It is important to ensure that notes taken during the investigation or discussions with children and young people, parents and carers are recorded on SEEMIS pastoral notes to provide a chronology of events and actions taken, as soon after the event as possible.

When there is evidence that a child or young person has displayed bullying behaviour, a member of the SLT will, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school.

Examples of good practice include:

- Time should be taken to understand the reasons for the bullying behaviour;
- The individual or group should not be labelled as 'bullies', name the behaviour;
- Staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour;
- Addressing what is happening behind the behaviour, even when the bullying has stopped.

Consideration should be given to the sanctions and support given to the young person displaying bullying behaviour to ensure that interventions are intended to improve behaviour.

Such approaches might include:

- Positive behaviour strategies with an appropriate member of staff, as agreed;
- Restorative approaches;
- Solution orientated approaches;
- Involvement of educational psychologists and campus police.

However, 'where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the pupils there' (*National Guidance on the Prevention and Management of Exclusions, Included, Engaged and Involved – Part 2 June 2017*), senior managers have the power to exclude as a last resort.

**Role of Parents/Carers:**

We understand that hearing that your child is being bullied can be a difficult time and aim to work with you to find an appropriate and timely resolution.

If you have any concerns, we urge you to contact us and arrange to see your child's teacher or member of SLT. We will discuss what has happened and how we can work together to resolve the situation to a satisfactory outcome.

Further advice and information can be found at  
<http://www.respectme.org.uk/resources/publications>

**Monitoring and review:**

This policy will be reviewed in line with the local authority's *Anti-Bullying Policy and Guidance for Educational Establishments* (2015, updated 2019). We will consult with staff, parents and other users in the preparation, further development, monitoring and review of our Guidelines on a three-year cycle. This policy will be reviewed during session 2026/27.



## Appendix 2: Vision, values and aims



We aim to **SHINE!**

We are:

- S**TRIVING: for high standards in learning and teaching to enable pupils to achieve their full potential. (Article 28)
- H**APPY AND HEALTHY: Promoting positive health and wellbeing of the whole school community through a caring, respectful ethos. (Article 24, 31)
- I**NSPIRING: Fostering a love of learning and curiosity about the world around us. (Article 29)
- N**URTURING: Building confidence and resilience in a supportive environment ensuring the needs of everyone are met. (Article 12, 23)
- E**NGAGING: Providing rich experiences that challenge thinking, encourage ambition and promote success. (Article 28)





Article 28  
RIGHT To an  
eduCaTion


# TORRANCE PRIMARY CHARTER

BE READY. BE RESPECTFUL. BE SAFE

Article 31  
RIGHT To play

## REWARDS & INCENTIVES

OVER & ABOVE RECOGNITION  
PRAISE POSTCARDS  
RECOGNITION BOARDS/DISPLAY  
TEA WITH SLT

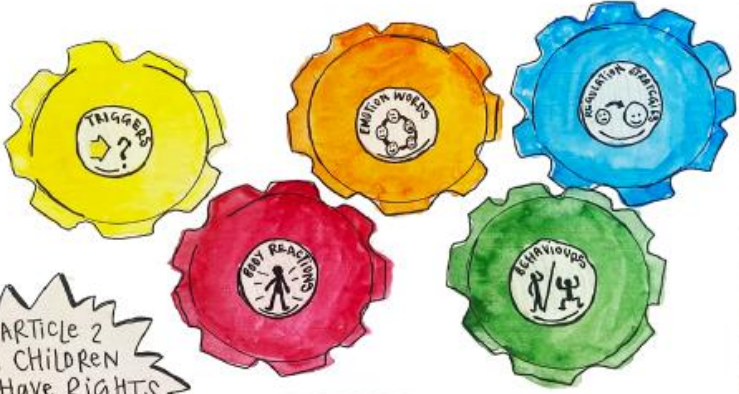


## WE ALL DO THIS at TPS

MEET & GREET WITH a SMILE  
GIVE FIRST ATTENTION TO BEST  
CONDUCT  
RECOGNISE OVER & ABOVE  
HANDS UP TO SIGNAL ATTENTION  
SMART RESPECTFUL WALKING  
POLITE MANNERS

## HOW WE HELP OUR CHILDREN

RECOGNISE EACH CHILD AS UNIQUE  
UNDERSTAND THAT BEHAVIOUR TELLS A STORY  
HUG A TORRANCE TEDDY  
USE EMOTION WORKS  
USE SAFE SPACES  
USE NATURAL CONSEQUENCES



Article 12  
RIGHT To an  
opinion

Article 2  
all CHILDREN  
Have RIGHTS