

# St. Charles Primary School

*A family of Love, Kindness and Respect*

## Respect Me Policy

*"You don't have to like me, agree with me or enjoy the same things I do...but you do have to respect me."*





## Rationale

“In a world where you can be anything, be **kind**.”



Our vision is for St. Charles to be a family of **love, kindness and respect**.

Inspired by love and the values of the Gospel, we empower everyone in the St. Charles family to reach their full potential.

In partnership with parents, parishes and our community we aim to:

**Keep the child at the heart of all we do.**

**Be Ready-** Create a loving, safe and inclusive environment.

**Be Respectful-** Through kindness to ourselves and others we recognise the dignity and uniqueness of every person.

**Be Responsible-** Develop resilience, independence and the skills and knowledge needed for learning and life in the 21<sup>st</sup> century.

**READY  
RESPECTFUL  
RESPONSIBLE**





Our school's anti bullying policy will be known as the '**Respect Me**' **policy**. This language acknowledges the fact that the policy is about values, relationships and relational practice. The values of **respect** and **kindness** are central to the work of our school community. Our vision, values and aims put relationships at the heart of the work of the school. This policy sets out our process to deter bullying behaviours in school, making every effort to ensure that all young people are free to learn in a safe, secure environment without the fear of bullying. It is every child's right not to be bullied. As a nurturing school, the nurture principles permeate this policy.

This policy will help to ensure that pupils, staff, parents and other stakeholders have a shared understanding of what bullying is, how we tackle possible instances of bullying and how we can best support those who have been affected by bullying behaviours and those displaying bullying behaviours.

To achieve a respectful, trusting and inclusive environment free of unacceptable and intolerant behaviour, we are committed to embedding and maintaining our anti-bullying strategy as set out in this policy. This policy has been written to reflect the national policy Respect for All (Scottish Government, 2017) and South Lanarkshire Council's Treat Me Well (2018). It has been further informed by Respectme; Scotland's National antibullying charity.

In addition the following UNCRC Rights of the Child have been considered:

Article 2 **No discrimination**, the right to be treated equally

Article 12 **Respect for children's views**, the right to say what I think

Article 19 **Protection from violence**, the right to feel safe





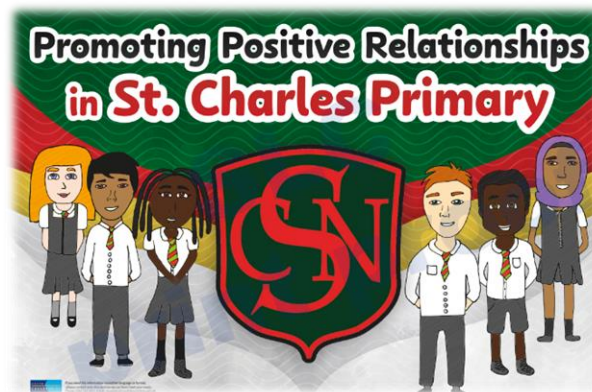
### *Nurturing Principle: The classroom offers a safe base*

*All staff, parents, carers, children and young people, the wider community and partnership colleagues are invited to role model positive relationships and positive behaviour, creating a culture of respect and sense of safety within our school.*

*We aim to ensure that children and young people develop the necessary skill, such as self-awareness, self-esteem, avoidance and coping strategies, assertiveness and resilience, through CfE capacities of successful learners, confident individuals, effective contributors and responsible citizens.*

At the beginning of each school year, we will revisit our school vision, values and aims as well as our school code of conduct.

The school code of conduct sets out the expectations of our young people in school in regard to relationships and conduct. These were created by our pupils, for our pupils; and are displayed in every classroom.





The aims of this policy are:

- ✓ To achieve our school vision and aim of creating a loving, safe and inclusive learning environment.
- ✓ To inform everyone they have the right **not to be bullied**
- ✓ Ensure there is a common understanding of what bullying is
- ✓ Develop a partnership approach to antibullying with pupils, parents and staff
- ✓ Promote a positive school ethos which supports the development of self esteem and resilience
- ✓ Equip everyone with the skills to recognise and tackle bullying behaviour
- ✓ Support everyone who has been affected by bullying
- ✓ Provide support to those demonstrating bullying behaviours, being mindful of cause and consequence
- ✓ Provide support and advice to parents and staff regarding bullying behaviours
- ✓ Establish clear steps for reporting, recording and monitoring bullying behaviours.

*Antibullying measures in our school:*

- ✚ Clear policy
- ✚ Positive relationships
- ✚ Values
- ✚ Code of conduct
- ✚ Attachment Informed, Trauma sensitive and nurturing principles
- ✚ Anti bullying week
- ✚ Curricular inputs (HWB)
- ✚ House system
- ✚ School assemblies
- ✚ P7 buddies
- ✚ *Peer mediators*
- ✚ Restorative conversations
- ✚ Reflection times







## What is Bullying?

Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online.**

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

Our pupil voice groups considered the national definition and agreed the following version to use in school to ensure all learners could understand what bullying is and how it can impact their sense of agency.

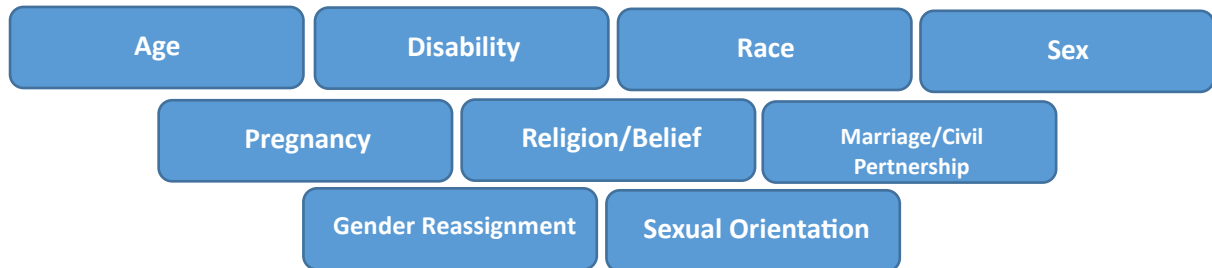
**" It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online."**





## **Protected Characteristics**

At St. Charles Primary School, we treat prejudice-based bullying and language with the same level of seriousness as any other form of bullying. The Equality Act 2010 outlines the nine protected characteristics:



## **Online Bullying**

Online bullying should not be treated differently from face-to-face bullying. Online bullying, or 'cyberbullying' as it is often referred to, affects young people in the exact same way as face-to-face bullying.

A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online. We address online bullying as part of our school anti-bullying approach, not as a separate area of work or policy. Where both parties are present in our school, we will apply the same reporting and monitoring procedures as face-to-face bullying.

Where bullying behaviour is reported to us and we only have one party in our school, we will support the young person who is experiencing bullying behaviours or we will challenge and support the young person committing bullying behaviours to see how their actions are affecting others in a negative manner.





**Nurturing Principle: Learning is understood developmentally.**

**Bullying or not?: intent, persistence and impact**

**Every bullying incident should be looked at individually.** In some cases, children or young people may not be aware that their behaviour is actually bullying. They are perhaps modelling the behaviour of adults or other children and young people, not understanding that it is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this.

**Intent** is difficult to prove and young people can often reframe their behaviour when challenged. **It's more important to focus on the behaviour and the impact it had, rather than trying to establish whether someone acted deliberately or not.**

Bullying doesn't need to be persistent to have an effect on the mental health and well-being of a child or young person. For those who have been bullied, the fear and anticipation of further bullying can affect their ability to be themselves and interact with others in a healthy fashion. Bullying behaviour and its potential impacts on children and young people should be addressed as they arise. **It is vital to respond to the behaviour that you see and the impact this is having, rather than relying on a rigid definition.**

*Although bullying is usually persistent, a single incident can have a significant impact on some children and young people by instilling a fear that it might happen again.*

If you are unsure if behaviour is bullying, look at the **effect** it is having on the child or young person. If they are unable to respond effectively and regain their sense of self and control in the situation, adults need to intervene to help restore it. **Keeping the focus on impact reduces the emphasis on issues of persistence and intent.** What you do about bullying is more important than how you define it.







### When is it NOT bullying?

We should always remember that children 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. This is a normal part of growing up and should be distinguished from bullying. As children grow, they are developing relationships with others at all times and, as in all new learning, we sometimes get things wrong- this is a natural part of the learning process and we grow from this.

Young people will 'fall out' and disagree as a normal part of growing up and we would not consider this to be bullying behaviour or address it through this policy, **unless left unresolved and it develops into something more serious**. Young people experiencing falls outs and disagreements will be supported using restorative approaches.

### The Nurturing Principals: All behaviour is communication.

**All behaviour communicates feelings.** Our response should focus on identifying how someone feels and helping them to cope with and respond to those feelings. Children and young people may act out of character when they are being bullied and changes in behaviour can be signals that something is wrong. **We need to focus on what someone did and the impact that it had.**





## Roles and Responsibilities

Nurturing Principle: Nurture is important for the development of self esteem.

Bullying in any form is unacceptable and a breach of children's rights. All stakeholders must be aware of their roles and responsibilities in ensuring a safe, inclusive and positive climate where everyone is a role model. The roles and responsibilities for learners, parents/carers, staff and senior leaders are set out as follows:

### LEARNERS

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"><li>○ Follow our <b>school rules and values</b> in/out of school.</li><li>○ <b>Do not engage</b> in bullying behaviours.</li><li>○ <b>Respect</b> everyone and their differences.</li><li>○ Use technology <b>appropriately</b>.</li><li>○ <b>Tell someone you trust</b> if you or someone is being bullied.</li><li>○ If you can't tell someone, <b>write down</b> your worries and share them with a member of staff. <b>Support</b> friends and peers if they are being bullied.</li></ul>	<ul style="list-style-type: none"><li>○ <b>Be taught</b> how to identify and respond to instances of bullying.</li><li>○ Be treated with <b>respect</b>.</li><li>○ <b>Be listened to</b>.</li><li>○ Have your concerns <b>taken seriously</b> and investigated <b>sensitively and fairly</b>.</li><li>○ Have <b>options</b> on how to report bullying and <b>choices</b> on how to respond.</li><li>○ Receive <b>support and guidance</b> from parents/carers, staff and senior leaders.</li><li>○ <b>Be included</b> in policy development in relation to anti-bullying.</li></ul>





## PARENTS

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"><li>➤ <b>Be aware</b> of school values and antibullying policy.</li><li>➤ <b>Be alert</b> to your child's wellbeing and watching out for changes to mood and personality.</li><li>➤ <b>Understand</b> that 'fall outs' and disagreements amongst peers is not uncommon.</li><li>➤ Repeat our message that <b>reporting bullying is courageous</b>.</li><li>➤ <b>Alert</b> a member of school staff as early as possible.</li><li>➤ Encourage your child to use technology <b>appropriately</b> and monitor usage. Familiarise yourself with the <b>language</b> of technology.</li><li>➤ Be <b>alert</b> of dangers online – research CEOP website.</li></ul>	<ul style="list-style-type: none"><li>○ A <b>clear</b> anti-bullying policy.</li><li>○ <b>Effective</b> communication.</li><li>○ Be <b>listened to</b> and treated with <b>respect</b>.</li><li>○ Have all reports of bullying behaviour <b>taken seriously and investigated sensitively</b>.</li><li>○ <b>Be informed</b> of the steps and procedures taken in line with this policy.</li><li>○ <b>Monitoring</b> of the situation by school staff and <b>updates</b> in line with this policy.</li><li>○ Informed of <b>actions and outcomes</b>.</li><li>○ <b>Be directed</b> to appropriate resources in services.</li><li>○ <b>Be included</b> in policy development in relation to anti-bullying.</li></ul>

## STAFF

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"><li>○ <b>Understand</b> our anti-bullying policy and procedures.</li><li>○ <b>Act in accordance</b> with our school values, SLC Code of Conduct and the values and principles of Respect for All to prevent and respond to bullying behaviour.</li><li>○ Be a <b>positive role model</b> in and out of school.</li></ul>	<ul style="list-style-type: none"><li>○ <b>Be listened to</b> when reporting suspected bullying incidents.</li><li>○ Have your concerns <b>taken seriously</b>.</li><li>○ Have your concerns <b>responded to</b> in line with this policy.</li><li>○ <b>Support</b> when responding to bullying behaviours.</li></ul>

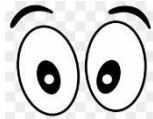
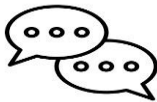





- **Listen** to all reports of bullying.  
**Record** in line with school policy.  
**Report** all suspected bullying incidents to a member of SMT.  
**Seek information** on actions and outcomes from Senior Leaders.  
**Report again** if you feel the actions/outcomes are inadequate. Be careful to **avoid the terms 'bully' and 'victim'**. Instead refer to bullying behaviour.  
**Engage** in training and formulation of antibullying policy.

- **Informed** of actions/outcomes.
- **Opportunities** to undertake appropriate **training** on anti-bullying.
- **Be included and involved** in the development of policies.

## SENIOR LEADERS

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"> <li>➤ <b>Understand</b> our anti-bullying policy and procedures.</li> <li>➤ <b>Act in accordance</b> with our school values, SLC Code of Conduct to prevent and respond to bullying behaviour.</li> <li>➤ Listen to and investigate all reports of bullying.</li> <li>➤ <b>Record</b> in line with school and SLC policy. (SEEMIS module)</li> <li>➤ <b>Investigate all allegations</b> sensitively and fairly.</li> <li>➤ <b>Communicate</b> with all pupils involved and take their views into account.</li> <li>➤ <b>Work alongside</b> parents/carers/staff.</li> <li>➤ Make use of <b>restorative interventions</b> and approaches.</li> </ul>	<ul style="list-style-type: none"> <li>○ All stakeholders to <b>act in accordance with our school values</b>.</li> <li>○ Learners, parents/carers and staff to <b>report</b> bullying behaviours.</li> <li>○ <b>Access</b> to training and resources on antibullying.</li> <li>○ Learners, parents/carers and staff <b>involved</b> in anti-bullying policy development.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">   <b>See it...</b> </div> <div style="text-align: center;">   <b>Share it...</b> </div> <div style="text-align: center;">   <b>Don't support it...</b> </div> </div>





- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>➤ <b>Agree actions</b> and <b>monitor</b> closely.<br/><b>Inform/consult all stakeholders</b> of actions and outcomes.</li></ul> |  |
|--|--|

### School Procedures

#### Investigating and Recording Reported Bullying

Nurturing Principle: Language is understood as a vital means of communication

Bullying is reported by a pupil, staff member or parent. See Appendix 1 for Referral Proforma to be completed.

- The allegation is investigated sensitively by a member of SLT.
- *At instigation of investigation, SLT should use BEM (Bullying and Equalities Module)/ Pastoral Notes in SEEMIS to record investigation.*
- All party views are listened to and considered
- All parties will be informed on how others are feeling and restorative conversation will take place.
- SLT will request that any inappropriate, upsetting or bullying behaviours cease with immediate effect.
- Parents are informed and their views are taken into account
- SLT will monitor for two weeks and will 'check in' with pupils, staff and parents.
- At the end of the two week monitoring period a collaborative decision will be made on the incident and it will be recorded as either-
  - 1- Situation resolved
  - 2- Situation not resolved and further action is required.

#### Consequences to alleged bullying behaviours

Behaviour Management within the school is outlined in our Promoting Positive Relationships Policy and is in line with South Lanarkshire Council's Promoting Positive Behaviour, Understanding Distressed Behaviours (PPRUDB) policy.

Our approach to resolving instances of conflict or bullying behaviour will always begin with restorative conversations and helping the child displaying the bullying behaviour to understand the **impact** of their actions. Each reported case will be looked at





individually and contributing factors considered. Children will be encouraged to consider their actions, how these actions impacted on others, the consequence of their actions and the young person will be supported to reflect on what could have/will be done differently moving forward. Where appropriate apologies should be made.

**All allegations of bullying will be treated seriously! Ongoing monitoring with effective support, (advice and guidance), will be available to all involved.**

**Possible sanctions for displaying bullying behaviours are:**

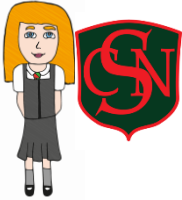
- Restorative conversation with all concerned
- Verbal warning
- Removal from the situation
- Reflection Time
- Contact with parents/ parent meeting
- Loss of privileges
- Named person check in/ pastoral support
- Increased supervision
- Supported playtimes
- Formal exclusion
- Police Involvement
- Referrals to other professional agencies for support

**Further advice and national support organisation details can be found in the SLC Treat Me Well Policy.**

**<https://www.southlanarkshire.gov.uk/downloads/file/341/treat-me-well-anti-bullying-guidelines>**







## Respect Me Policy: Alleged Bullying Referral

<i>Date:</i>		<i>Reported to:</i>		<i>Reported by:</i>	
<i>Dates(s) of incident</i>		<i>Time/ location</i>			
<i>Who is involved?</i>					
<i>Witnesses?</i>					
<i>Description of alleged incident:</i>					
<i>Action taken:</i>					
<i>Further Incidents-during monitoring period</i>					
<i>Two Week Monitoring review date</i>		<i>Outcome of Review</i>		<i>Updated on BEM?</i>	
		<i>Situation Resolved</i>	<i>Situation not resolved</i>		
<i>Comment/Next steps</i>					
<i>Signed:</i>		<i>Date:</i>			

- The allegation is investigated sensitively by a member of SLT.
- At instigation of investigation, SLT should use BEM (Bullying and Equalities Module)/ Pastoral Notes in SEEMIS to record investigation.
- All party views are listened to and considered
- All parties will be informed on how others are feeling





- SLT will request that any inappropriate, upsetting or bullying behaviours cease with immediate effect.
- Parents are informed and their views are taken into account
- SLT will monitor for two weeks and will 'check in' with pupils, staff and parents.
- At the end of the two week monitoring period a collaborative decision will be made on the incident and it will be recorded as
  - 1- Situation resolved
  - 2- Situation not resolved and further action is required.
- BEM (SEEMIS) is updated accordingly

