Cuiken Primary School Anti-Bullying, Prejudice and Equalities Policy –

August 2022

Cuiken Primary School follows Midlothian guidelines 'Approaches to Anti Bullying for Children and Young People'. It states that:

'Any form of bullying is unacceptable, including prejudice-based bullying and cyber- bullying'.

This is in line with our school Rules and Values –

Confident Understood Inspired Kind Engaged Nurtured

Be Safe, Be Kind, Aim High

At Cuiken our aim to have a culture of nurture, respect and fairness where Bullying will not be tolerated.

At Cuiken Primary School, we take bullying seriously, our aim to have a culture of nurture, respect and fairness where Bullying will not be tolerated. Pupils and grown-ups should be assured that they will be supported when bullying is reported. The ethos of our school fosters high expectations. We nurture and encourage a climate where all children feel safe and confident. Through the curriculum and ethos of the school, we promote the spiritual, moral, cultural and emotional development of each child. Throughout their school life, we seek to prepare children for the responsibilities and experience of adult life. We do this by reinforcing positive behaviour and providing a caring and responsive attitude to their needs.

We take allegations of bullying very seriously and do not use the phrase lightly. We acknowledge that there is a difference between 'bullying' and 'being unkind' and have procedures in place to monitor unkind behaviours which may lead to targeted, bullying behaviours. We work hard to help our learners understand the difference between 'bullying' and 'falling out' or 'being unkind'

What is bullying?

Bullying is deliberate, hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves.

Bullying can be:-

- Emotional – being unfriendly, excluding, tormenting, intimidating
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – focussing on the issue of sexuality
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse
- Mobile threats by text messaging and calls.
- Sport – Bullying during sport activities can take the all of the above forms

What bullying is not…

Bullying is a word often used to describe behaviour that is not actually bullying-not all verbal or physical aggression is bullying.

For example:-

- One off acts of meanness or spite
- One off fight or argument
- A difference of opinion between friends
- Theft; Taking someone else's things once
- Not Liking someone

These other behaviours may be just as upsetting and serious, but may need to be dealt with in a different way. Children are supported as Cuiken to use their judgement to decide whether or not a specific

Cuiken Primary Schools Shared definition of Bullying

We have worked to developed a shared understanding of what is bullying is through work during our annual Anti-Bullying week and supported by our Wellbeing Champions –

"Bullying is when one child (or a group of children) keeps picking on another child again and again to make them feel really bad. They say or do things to upset you, make fun of you, stop you joining in or keep hitting or punching you."

What is Prejudice?

People with particular characteristics are protected from discrimination by the Equalities Act 2010. Seven of these apply to schools and two others to all other public services. They are:
- Age (not schools).
- Disability.

- Gender Reassignment (people at any stage in the process of gender change).
- Marriage or Civil Partnership (not schools).
- Pregnancy and Maternity.
- Race.
- Religion or Belief.
- Sex.

Equalities

We use the legal definition of 'equalities' which gives protection to people who have specific characteristics - for example being gay, lesbian or bisexual or from a minority ethnic group or disabled or old. It also includes boys and girls and anyone undergoing gender change, as well as those of particular faith groups. The Equality Act 2010 defines these as 'protected groups'. Looked-after children, young carers and children and young people from poor backgrounds are also included as equalities groups.

Prevention

As part of our daily practice we support children to understand the importance of caring, kindness and respect for others through our School Rules and Values and work on Children's Rights.

- Our positive relationships policy underpinned by nurturing approaches with a focus on restorative approaches.
- School notice boards and classrooms are updated and used to remind children that bullying and discrimination are not acceptable, and tells them what to do if they are bullied.
- We use evaluation tools which measure ethos, relationships and confidence in schools, children focus groups and informal bullying surveys and tracking pupils well-being .
- We involve other agencies and partners in health, police and the voluntary sector.
- The school holds diversity and anti-bullying focused weeks, which are revisited at our assemblies.

- Training opportunities are promoted to staff and parents/carers that explore the development of attachment, empathy, resilience and problem solving skills.
- The school supports nurture and social skills through our ethos and focused group work.
- We have a pupil Well-being Champions for Anti-Bullying and Equalities.

- Playground supervision is regularly reviewed to be alert to bullying and discrimination.
- We encourage a 'trusted adult approach so that every child has a named trusted adult in school. This system is to encourage young people to raise issues confidently with staff.
- We engage and use the Zones of Regulation to support children understanding of feelings and emotions.
- Our staff is supported in accessing professional development opportunities that increase their awareness and understanding of bullying, prejudice and discrimination.
- Lunchtime Your Space drop in sessions.

Responsibilities

Leadership Teams

- monitor and report annually on the implementation of this policy
- supervise the review and updating of this policy at least every four years
- keep records of incidents

Children are encouraged to
- Refer to and remember the shared understanding of Bullying
- Report all incidents of bullying and suspected incidents that other children may be afraid to report
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school

All staff
- Revisit Bullying Definition
- Engage in the curriculum to support HWB and work on Anti-Bullying, Prejudice and Equalities
- Staff are expected to be proactive, to treat all allegations seriously, carefully monitor the situation and keep records.

Parents/Carers can help by

As a parent / carer you can support your child by building confidence and resilience which can reduce the chances of your child getting involved in bullying- whether it is bullying others, being bullied themselves or not taking action against bullying when they see someone else bullying.

- Supporting our anti-bullying policy and procedures
- Engage with our shared understanding of Bullying

- Encouraging their children to be positive members of the school community
- Discussing with their child's teacher any concerns that their child may be experiencing
- Helping to establish an anti-bullying culture outside of school
- Speaking to the Senior Leadership Team if their concerns are serious and ongoing

What happens if bullying is reported?

When an allegation of bullying has been made, it is formally recorded, with all relevant factual information.

Depending on the nature of the incident, a reported and/or witnessed incident of bullying is initially dealt with by the class teacher. The incident is discussed with the children to ensure that both parties fully understand the seriousness of what has occurred.
Restorative practices are used to support both parties in understanding why the incident arose, how it affected other people and appropriate action is taken.

Communication

Parents/carers of all learners involved in a bullying incident will be contacted directly.

In severe or repeated circumstances, bullying incidents will be dealt with by the Head Teacher or Depute Head Teacher

How do we record this information?

- We complete a bullying concern form
- This is then noted on the bullying summary log, which allows us to keep an eye on any trends.
- We log the incident on SEEMIS.

How do we monitor these situations?

- We discuss every bullying incident at our leadership team meeting so all are aware of any incidents that have happened.
- Depending on individual situations we also check in with pupils and their families after an incident has been dealt with to see how things are going.

Support for the Victim and the perpetrator

We understand that there are reasons why a child might make the negative choice to bully. Children with low self-esteem, feelings of powerlessness, trying to get attention or taking out their angry feelings are a few examples. Self Esteem affects the way children think, behave,

and relate to others. Children who feel good about themselves lack the need to dominate and have power over others to feel good.

In every situation we look to provide support for those involved. Support to overcome the situation that has happened and support to ensure that it doesn't happen again. We use a restorative approach which is embedded in our Positive Relationships Policy which is based on theory and research. All involved will be spoke to and supported through questions and reflections to ensure that the outcomes is one that enables everyone to move forward.

Cyberbullying and Bullying outside the school premises

Cyber bullying is bullying that takes place over digital devices like mobile phones, computers and tablets. Cyber bullying can occur through SMS, text and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyber bullying includes sending, posting or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyber bullying crosses the line into unlawful or criminal behaviour. Where a pupil or parent tells us of bullying off the school premises we will:

- Talk to children about how to avoid or handle bullying outside of school.
- Talk to parents/carers of concerns
- Talk to the Head Teacher of another school whose children are allegedly bullying.
- Talk to the transport company about bullying on buses.
- Talk to the police if necessary- arrange police visits into school
- Revisit Internet and device safety.

Communicating this Policy

We share Anti-Bullying, Prejudice and Equalities Policy on the school web-site

We provide guidance to all our children to explain what they should do if they are being bullied, or if they see another pupil being bullied.

Evaluating and reviewing our policy

We evaluate this policy using the following measures:

- Reviewing children's experiences of bullying through tracking wellbeing
- The number of incidents that are reported to staff over a given period.

- Rates of attendance, exclusions attainment and achievement of children in protected groups.
- The number of complaints and compliments that we receive from parents/carers.
- From the comments made by visitors and other people connected with the school.
- The policy and procedures will be reviewed every 2 years.

Suggested Resources

- www.antibullying.net – an excellent website which provides a great deal of information
- http://www.bbc.co.uk/learningzone/clips/preventing-cyber-bulling/6131.html - BBC video clip about cyber-bullying
- http://www.respectme.org.uk – an excellent website for parents and staff to help prevent and deal with bullying
- http://www.thinkuknow.co.uk
- http://www.childnet-int.org.uk

Policy Review

Policy written by:	In partnership with our Cuiken Family		Date:	05/09/22
First Draft:	March 2022		Date:	
Second Draft:	June 2022		Date:	
Consultation with staff:	x	Consultation with Parent Council:		x
Consultation with Children:	x	Consultation with Outside Agencies:		EP, SW
Agreed with staff:	x	Agreed with Parent Partnership:		x
Final Draft Complete:	5th September 2022			
Review date of Policy:	5th September 2023			