



# Our Lady's RC Primary School

## Anti-Bullying Policy

Mental and Emotional Wellbeing is at the core of supporting children and young people to have the best start and succeed in life. The United Nations Convention on the Rights of the Child 1989 (UNCRC) is deeply rooted in anti-bullying approaches and is threaded throughout the four core areas within UNCRC:

- ✓ Survival Rights
- ✓ Development Rights
- ✓ Protection Rights
- ✓ Participation Rights

What do we mean by Bullying?

### Definition of bullying...

*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.*

Respect For All, 2017

Bullying Behaviour (face to face and/or online) can include, but is not restricted to:

- ✓ Being called names, teased, put down or threatened.
- ✓ Being hit, tripped, pushed or kicked.
- ✓ Having belongings taken or damaged
- ✓ Being ignored, left out or having rumours spread about you.
- ✓ 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.



***Celebrating the differences and unique qualities of our learners***

### Prevention

1. Anti-Bullying Policy
2. Relationships Policy/HEARTS values
3. Life & Ethos of Our Lady's RC Primary School
4. Equality and Inclusion
5. Nurturing Principles
6. Curriculum Design – H&WB, RERC, Digital Learning / Online Safety
7. Learner's Voice – Junior Leadership Team and Rights Respecting Schools Team
8. Working with Parents/Carers – Open Mornings, Parent Council, Parent/Carer Surveys, Open Door Policy, keeping them informed
9. Pedagogical approaches within each classroom.
10. Staff, parents, carers and visitors to school will model positive relationships.

### Intervention

1. Restorative approach to conversations, with reference to our HEARTS values and the rights of the child.
2. Peace Makers/Peace Maker Managers
3. Use of Fix It Folders
4. Digital Leaders / Online Safety
5. Learner Voice – JLT, RRS Team
6. ABLe Planning, Individualised support, Care Plans
7. Involving Parents / Carers

*This policy is written in line with the Dundee City Guidelines. The DCC guidelines are underpinned by The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009, 2018, the principles of Getting It Right for Every Child (2006), The Equality Act (2010) and The Children and Young People's Act (2014).*

### Procedures:

1. Reporting – all incidents of bullying should be reported to staff immediately.
2. Staff will investigate the matter fully – class teacher initially, then passed to PTSL/DHT/HT to be resolved.
3. Parents will be informed of any incidents – both, those who are displaying the bullying behaviour and those who are receiving the behaviours.
4. Bullying incidents will be recorded in line with DCC policy.
5. SLT will work with the learners to understand more about their behaviour and provide support to be part of the solution.
6. Staff will follow up incidents with learners.