



Wellbeing and Positive Relationships

at

**Underbank Primary School
159 Lanark Road
Crossford
Carluke
South Lanarkshire**



Policy Statement

Wellbeing and Positive Relationships at Underbank Primary School

Rationale

“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” (Respect for All, 2015)

This sentiment is echoed by South Lanarkshire Council, which is committed to providing a safe, supportive environment for all people in its educational establishments. The Council’s Policy ‘Treat Me Well Anti-Bullying Behaviour Guidance’ (2018) can be found on the South Lanarkshire Council website.

Bullying is a breach of the UN Convention on the Rights of the Child. In Scotland, bullying is defined as:

“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, 2015)

This definition has also been adopted by SLC in their ‘Treat Me Well, Anti-Bullying Behaviour Guidance’.

At Underbank Primary School, we share the Scottish Government and South Lanarkshire Council vision that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment.

Everyone in Britain is protected. This is because the Equality Act (2010) protects people against discrimination because of the established characteristics that we all have. We are committed to challenging all types of prejudiced-based bullying and language, in relation to the nine protected characteristics detailed within the Equality Act (2010):

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Race
- Religion or belief
- Sex
- Sexual orientation
- Pregnancy and maternity

Our Policy

This anti-bullying policy and the actions arising from it aim to:

- Provide an environment where our children will learn and develop free from bullying
- Children will develop respectful, responsible and confident relationships with other children and adults
- Provide a consistent and coherent approach in dealing with and preventing bullying behaviour
- Develop the skills and resilience of young people and their parents to prevent and/or respond to bullying behaviour
- Ensure that every child who needs help will know who can help them and what support is available

School Vision, Aims and Values

Our school vision and the SHANARRI indicators underpin our school ethos and set the context for our policy.

Vision:

“To work in partnership with all in our school community, to provide a safe, nurturing and stimulating environment in which all are included to achieve their full potential.”

SHANARRI Indicators:

Safe
Healthy
Active
Nurtured
Achieving
Respected
Responsible
Included



School Ethos

Underbank Primary School is committed to developing strategies that promote positive behaviour and reward achievement. The ethos of the school determines our effectiveness.

In Underbank Primary School the ethos is consciously managed in order to create a positive environment and culture of dignity, excellent behaviour, strong leadership, shared responsibility, inclusion and equality, partnership working and a sense of community.

Positive Strategies and Structures

Promoting positive behaviour and relationships:

In Underbank Primary we have developed a variety of strategies for promoting positive behaviour and building positive relationships. All in our school community will also model positive relationships and positive behaviour. There are many examples of good practice being used to reinforce the school's caring ethos and to provide our children with clear and effective models of behaviour.

These include:

- Our curriculum, especially our Health and Wellbeing Programme
- Collaborative teaching times to foster cooperation
- Classroom Charters created by pupils
- Class based positive behaviour systems
- GIRFEC (Getting it Right for Every Child) wall display
- P7 Buddies and classroom monitors
- Committee participation – These pupil voice groups aim to reflect pupils' opinions and help shape decision making
- P6 & 7 MUGA monitors and SNUG monitors
- Circle Time
- Whole school assemblies and assembly awards
- Playground supervisors who are vigilant
- Open lines of communication
- A wide range of extra-curricular activities to encourage children to have fun and use their leisure time productively.

Our school takes every opportunity to celebrate success and boost the self-esteem of all while encouraging our children to be Successful Learners, Responsible Citizens, Effective Communicators and Confident Individual.

These include:

- Certificates celebrating the Four Capacities, Star Writers and Stars of the Week
- Achievement celebrated at assembly then displayed on our Achievement Wall and within the 'Golden Book'
- Pupil Council, Eco-committee, Health and Outdoor committee, Charities and Enterprise committee, Fairtrade/Rights committee and JRSO
- Pupil reports in our Postbag
- Monitors, P1/P7 buddies, Individual Pupil Buddies
- Leadership opportunities such as Funky Cones club and other pupil led extra curricular clubs and pupil self-evaluation activities
- Extra curricular clubs
- School events such as Fairtrade Coffee and Chat, PFA Christmas Fair and Daffodil Tea
- Events in and beyond our community.

Strategies to prevent and respond to bullying:

A range of strategies to prevent and respond to bullying behaviour have been developed in consultation with children, parents/carers and staff.

These include:

- A whole school focus on GIRFEC (Getting it Right for Every Child)
- A focus on wellbeing and anti-bullying through our Health and Wellbeing curriculum
- Focused anti-bullying weeks
- Assemblies
- Engagement with partners eg NSPCC, Internet Safety Talks, Police Scotland
- Pupil wellbeing surveys
- School display
- Access to policy documents via the school website
- Parent meetings, including Meet the Teacher
- Regular reciprocal communication between teachers, SMT, pupils and parents, including our Parent Council
- CEOP training
- Restorative practice – meaningful and reflective discussions
- Pupil Self Evaluation of Wellbeing using the SHANARRI indicators.

Curriculum:

Our curriculum is a vehicle for promoting positive behaviour and reinforcing the anti-bullying message. Health & Wellbeing and Religious & Moral Education programmes focus attention on feelings, experiences and relationships. These programmes encourage open discussion in a trusting atmosphere. They develop children's resilience and assertiveness, and equip them with the language and skills to prevent and manage incidences of bullying behaviour. By exploring possible situations of bullying behaviour, they are encouraged to engage in open and frank exploration of the issue of bullying behaviour with possible pupil-determined solutions.

Our Technologies programme informs children about using the Internet safely and the importance and application of safe and respectful online activity. Children explore how to get help whether as a result of face to face or online bullying behaviour.

A Strategy for Handling Incidents of Bullying Behaviour

All staff adhere to the same procedures below, when supporting children experiencing bullying behaviour. Information regarding situations will be shared with members of staff as appropriate, to enable them to support individuals.

Responsibilities of all staff

- Promote clear procedures for dealing with incidents of bullying behaviour
- Adopt these procedures across the establishment
- Reassure 'the reporters' that their concerns will be investigated
- Remain vigilant of pupil behaviour as some bullying behaviour may not be reported
- Reassure the child/young person that they have the right to be safe in our school, that they have the right to report incidents of bullying and that they will be listened to
- Assure the young person that the bullying behaviour will be addressed and that the situation will be dealt with in a proactive way
- Fully investigate concerns raised
- Communicate findings to SMT
- After investigations are complete consideration should be given to the involvement of parents
- Provide regular opportunities for feedback both from and to the child and their parent(s) about progress
- Log all reported incidents and next steps
- Should an action plan be required then consider whether the child and parent(s) should be involved in constructing this
- Work towards building a support network for the child
- Seek all available opportunities to empower the child and build resilience
- Monitor and review the situation and check with the child that they feel adequately supported.

Involving parents

As partners in education, parents are an integral part of the process of handling incidents of bullying behaviour. Parents may feel confused, worried and upset if their child is being bullied. At Underbank Primary School we aim to work in close partnership with parents.

- Emphasising to parents that the incident is being taken seriously and that they should report any further incidents
- Reminding parents of the school's procedures for dealing with reports of bullying
- Effective communication through our positive partnership approach
- Should an action plan be required then consider whether the child and parent(s) should be involved in constructing this
- Agree a review date to monitor the plan effectiveness
- Work with the school to provide support to their child to develop their resilience, self-esteem and ability to self-manage or seek help when faced with bullying behaviour
- Be aware that not all incidents of bullying behaviour will be reported to parents because we respect the rights and wishes of the child.

Responsibilities of child

- Report or challenge unacceptable behaviour, including behaviour which makes you feel unsafe
- Be active in the promotion of anti-bullying procedures and engage in related learning experiences with the curriculum
- Be positive role models to all in our school
- Should an action plan be required then work in partnership with staff, parents and relevant others to create a plan of support
- Maintain good relationships with others and if required seek help with this
- Engage with support and advice given, in order to build confidence, resilience, understanding and coping strategies for pupils and their peers
- Say no and report or challenge unacceptable behaviour
- Use computers responsibly and adhere to school policy at all times.

Monitoring and Recording

A system of recording and monitoring incidents of bullying behaviour is essential and should allow the school to:

- Track particular pupils and incidents to a satisfactory conclusion
- Identify types of bullying behaviour
- Identify stages where bullying may occur
- Target resources
- Reflect on and evaluate in-house procedures regularly to address any bullying behaviours that might arise.

In Underbank Primary School there is a clear procedure for monitoring and recording bullying:

- When an allegation of bullying is made to any staff member then this should be recorded in detail and passed to HT or PT for further investigation
- The initial incident and all further incidents should be recorded
- All allegations should be taken seriously
- Allegations should be considered against our definition of bullying and investigated
- Where necessary an action plan will be created in consultation with parents (if required)
- The allegation is recorded and tracked on SEEMIS
- A review date is set in order to follow up with victim, bully and parents
- When necessary other professionals may become involved and their input monitored and reviewed.

Useful resources

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People

<https://respectme.org.uk/>

www.childline.org.uk

www.bullying.co.uk

www.nspcc.org.uk

www.thinkuknow.co.uk

www.southlanarkshire.gov.uk