



# Respect and Positive Relationships: Anti-Bullying

## *3. Resources and Useful Information*

Wallace Hall Primary School

### Useful videos and training materials for parents and staff:

National publications are available to help parents and staff deal with the problems that arise from bullying. Further helpful advice on responding to bullying incidents can be found on the Respect Me website. The following websites provide useful sources of advice for parents in dealing with concerns around online or mobile phone bullying.

#### *Videos:*

Respectme: Bullying, What Can I do video: <https://youtu.be/jj7u9vObOwU>

Respectme: Series of 5 short videos regarding online bullying: <https://www.youtube.com/user/respectmescotland>

#### *Useful training for staff and parents:*

Introduction to Respectme: Online Learning Modules: <https://respectme.org.uk/training/online-learning-module/>

#### *Useful web links:*

Youth led Online Bullying toolkit (ThinkB4UType): [https://respectme.org.uk/wp-content/uploads/2020/11/230827\\_24pp\\_Mobile.pdf](https://respectme.org.uk/wp-content/uploads/2020/11/230827_24pp_Mobile.pdf)

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

<https://respectme.org.uk/adults/online-bullying/>

<https://respectme.org.uk/adults/online-safety-for-parents-and-carers/>

<https://www.thinkuknow.co.uk/>

### School curriculum and awareness-raising activities

At Wallace Hall Primary School, we undertake the following activities to maintain the high profile of anti-bullying themes and to support children's health and wellbeing:

- Friendships, relationships, conflict and bullying themes are explored within the Health and Wellbeing (HWB) curriculum.
- Curriculum work will be used related to bullying themes, e.g. art work, books and stories, workshops and discussions.
- We use Education Scotland's Compassionate and Connected Classroom resource in our Second Level classes as part of our HWB programme.
- We are a Rights Respecting School and children's rights are embedded into learning opportunities, including those related to themes of bullying and discrimination, are explored with learners.
- Regular anti-bullying campaigns are planned into our calendar of events and assembly programme. Children are encouraged to create posters that can be displayed in school to raise awareness. We will continue to emphasise 'speaking up and speaking out.'
- Frequent reminders of the three steps outlined for children to use to respond to bullying behaviour.
- We are considering having a focus month for anti-bullying themes in school as this was an idea that was raised in the staff consultation.
- We adopt 'Whole School Nurture' approaches in our work with children. This may also involve smaller group experiences to support children to develop their skills in interacting with others and to promote positive relationships with children and staff.
- We take part in Childline and NSPCC campaigns.
- Regular focus on our school's Positive Relationships and Positive Behaviour approaches.
- SHANARRI (Safe, Healthy, Active, Nurtured, Responsible, Respected, Included) learning experiences and wellbeing webs are used at regular intervals in class.
- We are considering developing regular bullying short surveys to be carried out at intervals similar to the SHANARRI wellbeing wheels.

- We use restorative conversations (see appendix) and solution-focused approaches in which children are actively involved in discussions regarding a relationship concern and they are supported to find ways to mend a situation.
- Promoting awareness of diversity and reflecting the diversity of pupils who attend the school setting.
- Hidden disability campaigns and awareness of other marginalised groups, e.g. LGBTI+ young people, minority ethnic young people and those with disabilities. This area is actively supported through our Rights Respecting Schools work.
- Curriculum projects on areas such as children's rights, citizenship, empathy and emotional intelligence, self-esteem and confidence.
- Operation Safety
- Other partners sometimes deliver groups that support themes related to these areas, e.g. Dumfries and Galloway Youth Work.
- All staff are involved in a 'responsibility of all' to respond to conflict in relationships that could escalate into bullying and bullying incidents. Responsive learning opportunities are planned related to themes as and when needed.
- Active involvement of children in the launch of the anti-bullying policy and in subsequent campaigns related to the policy and procedures.
- Wide access to the policy on the school website and on display in school. Additional access requirements will be supported to ensure the policy is widely available.
- Emotion Works resources are used in classes to explore situations and to build children's language and understanding of the interconnected nature of emotions, behaviours and what may trigger these, and regulation of emotions.
- As part of a discussion with children that have experienced or displayed bullying behaviour, the Emotion Works cogs and approaches may be used to support a constructive discussion.



### *Restorative Conversation Questions*

Questions we may ask during a restorative conversation are:

What happened?

What were you thinking about at the time? What are you thinking now?

How did it make you feel? How are you feeling now?

Who else has been affected? How do you think it made \_\_\_\_\_ (name) feel?

How would you feel if it happened to you?

What do you think you need/ need to do to?

### *Practical Advice and strategies for parents regarding Online Bullying:*

We would suggest that parents closely monitor their child's activities online and on mobile phones. It is advised that parents and carers check the suitability of messaging and communication apps for their child as many have advised age limits. Opening up the lines of communication about how your child uses devices may help to provide opportunities to discuss deeper issues or concerns.

It is helpful to come to an agreement with your child about how their device and the internet will be used and what will happen if any misuse occurs. Please encourage your child to share any concerns as soon as they arise. It may help to remind your child that you are not trying to invade their privacy but are trying to help to resolve the situation. Please discuss with your child to think before they type as what they write or say may be construed differently by others in the absence of facial expressions or tone of voice.

It is suggested that parents could discuss the following advice with their child:

- Let an adult know what is happening on your phone and what apps you use.
- Tell an adult immediately if you are concerned about a message or a voice call you have received.
- Do not reply to messages that are upsetting but instead share these with an adult.
- If your child receives an upsetting phone/video call, advise them to hang up and let an adult know.
- In some instances, it may be helpful to for your child to block the number of anyone that they receive upsetting messages from.
- If replying to a message, it is important not to respond in a manner which could be seen as threatening or harassing.