



Langlands Primary School

Anti-Bullying Policy

March 2026

Aim

Our aim at Langlands Primary School is to prevent bullying from occurring in the first place and for our children to foster positive relationships with others. Therefore, our Positive Relationships Policy is a key part of achieving this aim. Our restorative approaches support children to reflect on actions and incidents and how they and others felt. This Anti-Bullying policy is in place to support us when allegations of bullying occur.

Background

This policy was reviewed in March 2026. When reviewing this policy, we have considered the following-

- Angus Council's Anti-Bullying Policy (updated February 2026)
- 'Respect for All', the national approach to anti-bullying for children and young people which provides an overarching framework and context for all anti-bullying work in Scotland: <https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>
- <https://www.gov.scot/publications/respect-national-approach-anti-bullying/>
- Pupil Voice
- Parent Voice
- Approaches to recording and monitoring incidents of bullying in schools (Education Scotland)

This policy acknowledges developments in technological communication and social media and the national legislative and policy landscape, including:

Equality Act, 2010

UN Convention on the Rights of the Child (UNCRC)

UNCRC (Incorporation) (Scotland) Act 2024; Getting it Right for Every Child

Included, Engaged and Involved Part 2 (Scottish Government, June 2017)

Mobile phones: guidance for Scotland's schools

Supporting Transgender Young People (2017)

Schools - violent, aggressive and dangerous behaviour: risk assessment guidance (Scottish Government)

Schools - fostering a positive, inclusive and safe environment: guidance (Scottish Government)

Schools - addressing racism and racist incidents: guidance (Scottish Government)

This policy should be read alongside the Positive Relationships Policy (August 2023).



Our school vision and values have been refreshed and relaunched in April 2023.

Our school vision and values encourage all children to be kind, respectful and inclusive and reflect on the impact of their actions on others and their learning.

We want all children to be happy at Langlands.

At Langlands Primary School, we aim for our ethos to promote fairness, equality, respect and inclusion. The wellbeing indicators underpin everything we do to ensure we are getting it right for all of our children (GIRFEC). We aim to embed the rights of the child as articulated in the United Nations Convention on the Rights of the Child into all our work. Article 2 asserts that all children have the right to protection against discrimination. Article 3 asserts that all decisions made must consider children's best interests. Article 12 asserts that all children have the right 'to an opinion and for it to be listened to and taken seriously and Article 19 asserts that all children must be kept safe from harm. Children have the right to protection from all forms of violence (physical or mental). They must be given proper care by those looking after them. These principles are at the heart of our anti-bullying policy.

We all work together (as a school community – staff, parents and pupils) to prevent all forms of bullying, including online bullying and prejudiced- based bullying. We firmly believe that working with pupils and families to prevent all forms of bullying, harassment and violence is absolutely paramount.

Bullying can cause great distress and both adults and children must know what to do when this occurs. Parents and children should know that they can share their worries with the key worker, class teacher, senior leadership team or other trusted adults in the school/nursery. Bullying will not be tolerated at Langlands Primary School and allegations of bullying are taken very seriously and managed effectively.

All members of staff and parents have a duty to act on any reports or suspicion of bullying. While Mrs Mclean, Head Teacher, is the single point of contact for bullying allegations from nursery to primary 7, she will be supported in this role by the other

members of the senior leadership team (SLT). Any staff member suspecting bullying or receiving an allegation of bullying (from pupil or parent) must report it to a member of SLT immediately. We recognise the importance of a timely and thorough investigation into any bullying allegation.

Definition

At Langlands Primary School, we take our lead on anti-bullying from Respect Me – Respect for All (The National Approach to Anti-Bullying for Scotland's Children and Young People). They advise:



"Bullying is face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in." "The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out.

In the digital world, online bullying, or cyberbullying, is a significant concern affecting children and young people in Scotland. This form of bullying involves the use of digital technologies, such as social media, messaging platforms, gaming forums, and mobile devices to intimidate, isolate or humiliate individuals. Online bullying is pervasive, viral and does not occur in a fixed place. It commonly exists in forms such as humiliating photos, unflattering images, secretive groups and behaviour which isolates or embarrasses others. Online bullying should be seen as related to where the bullying occurs, rather than as a different behaviour type."

Respect for All, 2024

- This behaviour can harm people mentally, emotionally, socially and physically.
- The actual behaviour (for example, actions, looks, messages, confrontations or physical interventions) does not always need to be repeated for it to have an ongoing impact. The fear of behaviour reoccurring may have a lasting impact.
- Bullying is more likely to take place in the context of an existing imbalanced relationship, but may also occur where no previous or current relationship exists.
- Bullying may be carried out by an individual or can sometimes involve a group of people.
- Online bullying can be as damaging as offline bullying and may have more serious consequences due to the digital footprint, lasting presence, group dynamics, and potential for illegality.
- Online bullying should therefore be responded to with the same level of seriousness as any other form of offline bullying.

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)"
- Increasing the reach and impact of bullying or prejudice through the recruitment and/ or involvement of a wider group.

We adopt this definition of bullying. We recognise that a single incident can impact on a person's sense of agency and can therefore be a bullying incident. We recognise there is not always an intent to bully on the part of the child displaying bullying behaviour. They may be modelling behaviour they have experienced. Every child involved in bullying needs our support and we do this within our culture of nurture and high expectations.

Responsibilities

There is a collective responsibility to addressing bullying:

Parents have a responsibility to speak to their children about friendships and to monitor their child's online world. They have a responsibility to report any concerns to the school as soon as they occur and to work in partnership with the school to resolve them.

Where incidents occur online or outside of school, there might not be a role for school staff to be directly involved in dealing with the incidents but if the children involved attend our school, it is important that we know this is happening so that we can offer support and advice to all involved.

Staff have a responsibility to be positive role models and promote respectful relationships. They should encourage children to develop necessary skills such as self-awareness and self-esteem, coping strategies, assertiveness and resilience. They will listen to the children and report any concerns or changes to a child's behaviour as



soon as it is noticed. SLT will acknowledge any bullying which has taken place with parents. SLT and school staff will support children and parents and validate their feelings and emotions.

Pupils have a responsibility to report any concerns about their peers to a trusted adult e.g. a member of support staff or their class (or a previous) teacher, age and stage appropriate.

We recognise our responsibility to respond to any form of prejudice-based bullying, and the importance of the protected characteristics identified in the Equality Act 2010:

- age;
- disability or additional support needs;
- families on low income;
- care experienced children and young people;
- young carers;
- body image;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation;

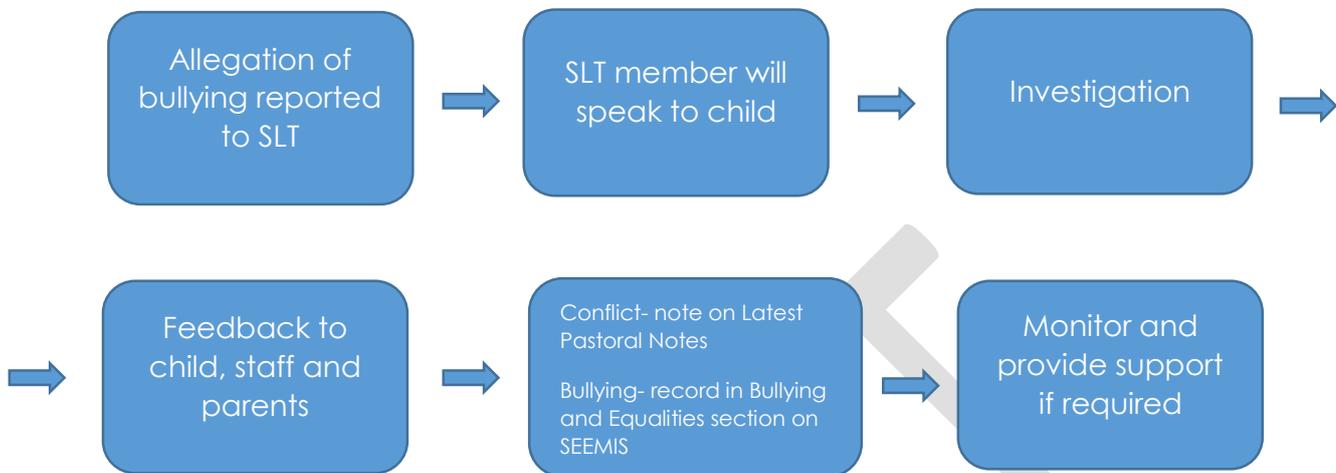
Although not all of these characteristics may apply in schools; age, marriage and civil partnerships are also considered to be relevant as children may be subject to bullying as a result of these characteristics applying to their parents, carers, or other family members.

This policy also recognises other forms of prejudice and discrimination related to other characteristics, such as socio-economic or appearance-related bullying.

We recognise the importance of building our learners' understanding of diversity both through planned experiences and through careful choice of resources. All staff members have a responsibility to model respect at all times, demonstrating to learners the attitudes and behaviours we want them to adopt.

School systems for recording and monitoring bullying

The following diagram provides an overview of our school anti-bullying system:



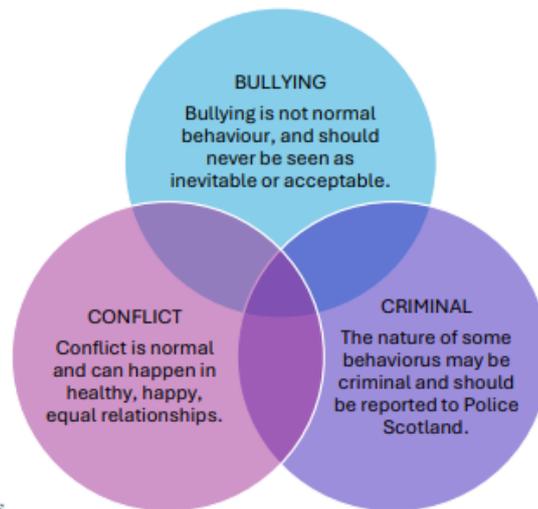
When it is reported that a child is being bullied, then action will be taken promptly and firmly. The allegation will be thoroughly investigated by a member of SLT.

The starting point is always a conversation with the child who we are concerned is being bullied. The child feeling bullied will be involved in planning a strategy moving forward. We recognise that, once investigated, issues may be found to be due to conflict rather than bullying but it is still essential that all involved feel supported, the matter is resolved and relationships are restored. Partnership working and good communication with parents is key to this being successful and it is important that parental views are noted as part of the recording process.

Where the investigation indicates that there has been a bullying incident, this will be recorded as such in the Bullying and Equalities section on SEEMIS within 3 working days of the incident being reported. SEEMIS is the standard education management information system within Scottish Education, and is where all local student data, e.g. attendance, is processed and managed. All parents involved will be informed that the incident has been recorded as a bullying incident. Where the investigation indicates that this has been a conflict, or a break down in relationships, rather than bullying, it will be recorded on SEEMIS in Latest Pastoral Notes. All parents involved will be informed that the incident has been recorded. In either event, the relationship between the children in question will be monitored moving forward to ensure the matter has been fully resolved. Supports will be put in place as described below.

It is not for staff to determine if behaviour is criminal; they should seek immediate support from Police Scotland if they have reason to believe that a crime may have occurred or that a child or young person has been seriously harmed. It should also be noted that under The Age of Criminal Responsibility (Scotland) Act 2019, a child

under the age of 12 cannot be arrested, charged or prosecuted for a crime. However, Police Scotland may still be involved.



Support for children involved

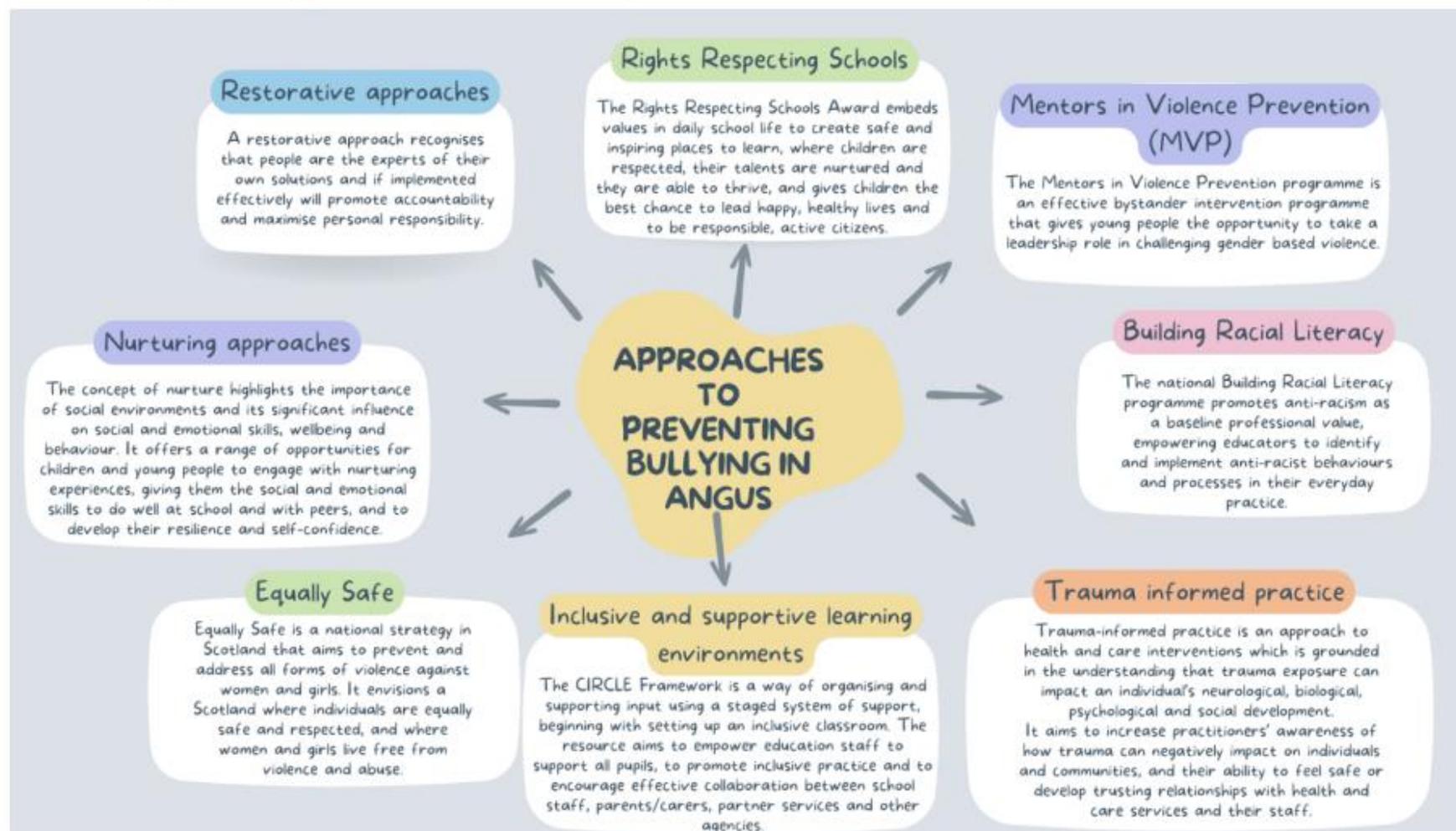
As bullying happens within relationships, the most desirable outcome (where possible) is to restore the relationship and move forward positively.

These supports are used for a child experiencing bullying behaviour and will be discussed and agreed with the child:

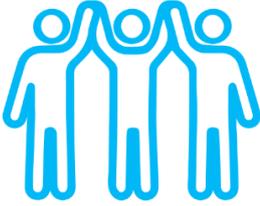
- A named member of staff is identified to check in with the child regularly.
- Helped to develop positive strategies and appropriate assertive skills
- Monitored by teacher and/or PSA
- Involved in restorative conversations
- Encouraged to share feelings and discuss emotions
- Offered a 'Circle of Friends' or similar social/ friendship group.

Support

Preventative approaches implemented across schools in Angus



This may involve us speaking to the pupil's friends and telling them (with the pupil's consent) that he/she needs some support and we encourage these pupils to play and work together and support them to do so.



Some of these supports are used for a child displaying bullying behaviour:

- Made aware of the seriousness of their actions and possible consequences
- Monitored by teacher and/or PSA
- Where deemed necessary referred to an external agency for targeted support
- Sometimes a 'Circle of Friends' or similar social/friendship group may be appropriate for the child displaying bullying behaviour
- Supported through an individual behaviour chart and monitoring system appropriate to their age and stage

Where there is clear evidence that a pupil is targeting another unkindly or is unable to regulate their behaviour or emotions in a specific context, it might be the case that the pupil in question will be kept out of that context (depending on where/when the incidents are taking place) for a short period of time to allow things to settle but this approach is unlikely to be a long term solution. While the child is out of the context, they will work with a member of staff to discuss issues and to make a plan for change. In applying this strategy, we recognise that all children involved have a right to education (article 28 of UNCRC) and to play and leisure (article 31 of UNCRC) and we do not compromise that for any child in our school.

In dealing with bullying, it is our policy to keep parents informed at all times, to allow their views to feed into the process, to believe a child who tells us they are being bullied and to ensure all parties involved are treated fairly, listened to and included.

Where bullying has taken place (or indeed where there has been any conflict between pupils) it is important that all staff working with the pupils are aware of this so that they can monitor it moving forward. SLT have the responsibility to make sure all staff are aware – this includes informing new staff of historic incidents.

Using the curriculum to talk about bullying

The curriculum can be used to:

- Raise awareness about bullying and the anti-bullying policy
- Increase understanding and help build an anti-bullying ethos
- Teach pupils how to constructively manage their relationships with others
- Teach about and celebrate diversity.
- Have specialised sessions to promote mindfulness and share experiences of positive relationships

We engage in an annual whole school anti-bullying focus to refresh all pupils, parents and staff in our approaches and inclusive ethos. This may include anti-bullying days, anti-bullying assemblies, training for staff and information sessions for parents.

Further sources of information and support:

1. Supports for children and young people

Respectme; has information available for children and young people to help them understand what bullying is, and what their options are if they are being bullied.

Childline; offers direct emotional and practical support for children and young people about bullying at school or any other issues. Childline can also be contacted free on 0800 11 11.

Young Scot; provide a range of information to build young people's understanding of what they can do if they are being bullied, including support for online bullying.

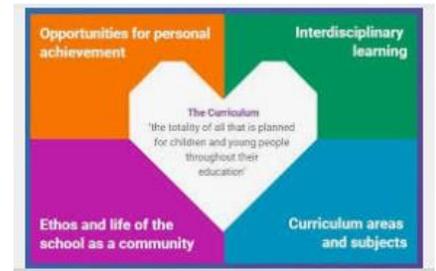
Reach; provides information and advice to children and young people who have, or might have, an additional support need on their rights.

2. Supports for parents/ carers

Connecting Parents Angus; This website is for all parents and carers with parental responsibility in Angus. It provides access to a wide variety of services who support families and their child's education.

Respectme; has a range of information resources and training opportunities to increase parent awareness of bullying behaviour and to consider the different ways they can respond if their child is being bullied or is involved in the bullying of others. These resources also offer guidance on how schools and parents can work together to create inclusive environments and provide effective support for children and young people.

ParentLine Scotland; can help parents or family members think about the best way to deal with a situation where their child is being bullied or is displaying bullying



behaviour. ParentLine Scotland can also be contacted free and in confidence on 0800 028 2233.

Parentclub; provides information to support parents where their child is being bullied at school.

Connect; works with parents, parent groups and educators, providing information, advice and training.

National Parent Forum of Scotland; is a volunteer-led organisation that works to ensure that parents play a full and equal role in education.

Enquire; provides advice for parents of children who have, or might have, an additional support need

This policy will be reviewed in 2029.

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