

# Bellsbank Primary School

## Anti-bullying Policy

Draft March 2026

<h3>Values</h3> <ul style="list-style-type: none"><li>• We <b>respect</b> each other and ourselves.</li><li>• We are <b>kind</b> to each other and ourselves.</li><li>• We <b>aspire</b> to do our very best.</li></ul>	<h3>Vision</h3> <p>Believe and Encourage Love and Learning for All</p> 	<h3>UNCRC</h3>  <p><b>12</b> I have the right to be listened to, and taken seriously</p>
<h3>Equality and Diversity</h3>  <p><b>2</b> All children have these rights no matter what their differences are</p>	<h3>Types of Bullying</h3> 	<h3>Prevention</h3> 
<h3>Staff Responsibilities</h3> 	<h3>Pupil Responsibilities</h3> 	<h3>Parent Responsibilities</h3> 
<h3>Respectful Relationships</h3> 	<h3>Reporting, Recording, Monitoring</h3> 	<h3>Consultation</h3> 

## National Definition of bullying as set out in Respect For All

Bullying should never be viewed as a normal or inevitable part of growing up. Adults are not expected to be the subject of abuse by colleagues or friends, therefore it should not be any different for children and young people. Bellsbank PS has adopted the national definition of bullying, as set out in Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (RfA).

**“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.”

What do we mean by 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: The National Approach to Anti-bullying (2017)**

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being called names, teased, put down or threatened face to face/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 (face-to-face and/or online)
- Being targeted because of who you are or who you are perceived to be (face to face and/or online).

### **Prejudice-based bullying**

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith. Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. For example, prejudice arising from socio-economic background or a child or young person's appearance. When developing national and local policy and practice, we must reflect this broader range of prejudices some of which are listed in Appendix 2. There is a need to address the root cause of prejudice as well as effectively respond to incidents as they arise in all settings.

### **Online bullying**

Online bullying shouldn't be treated differently from face-to-face bullying. Online bullying, or 'cyberbullying' as it is often referred to on social networking sites and online gaming platforms. A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online. We address online bullying effectively when we address it as part of our whole anti-bullying approach, not as a separate area of work or policy.

All policies and practice should therefore include advice on online bullying. Schools may wish to use the Guidance on Developing Policies to Promote the Safe and Responsible use of Mobile Technology in Schools<sup>2</sup> or the 360 Degree Safe e-safety self-review tool.<sup>3</sup> In March 2017, Education Scotland published a revised set of Experiences & Outcomes and Benchmarks within the technologies area of Curriculum for Excellence. As a result, the curriculum framework now includes an explicit strand related to digital literacy which incorporates cyber resilience and internet safety. This provides an opportunity for all practitioners to incorporate learning around these issues into their lessons in all curricular areas.

### **When is it not bullying behaviour?**

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability

to bounce back from this type of behaviour. Early intervention and prevention are key elements of an approach focused on ensuring we get it right for all of our children and young people.

### **Responding to attempted bullying behaviour**

Sometimes, attempts to bully can have no obvious or immediate effect. A person can attempt to bully someone using a range of behaviours but it may have no impact – in this case the person has not been bullied but the behaviour needs challenged and recorded appropriately and should not be ignored. For example, the use of homophobic or other derogatory language, which may have no impact on the person it is aimed at, must still be challenged as the language itself is unacceptable and could impact on other people. Some behaviour can be perceived as or assumed to be bullying. However, certain incidents can often be more serious and, in fact, criminal in nature.

Understanding the individual circumstances is important to ensure that there is a clear distinction between bullying and criminal offences such as hate crime, child sexual exploitation and genderbased violence such as domestic abuse and sexual assault. For instance, when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying, this is sexual assault or abuse and a form of gender-based violence. There are laws to protect children and young people from this very serious type of behaviour.

### **Bullying or Criminal Behaviour?**

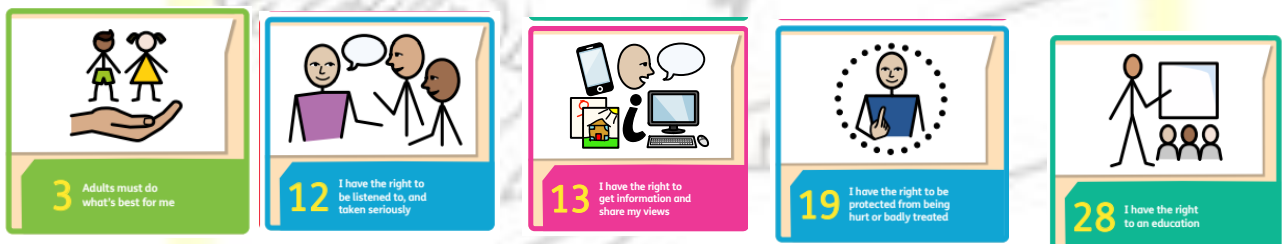
Some online behaviour may be illegal, and children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of sexual imagery, the Abusive Behaviour and Sexual Harm (Scotland) Act 2016, criminalises the non-consensual sharing of intimate images. Similarly, hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. There is no legal definition of bullying in Scotland and, as such, bullying is not a crime. Bullying can be motivated by prejudice similar to hate crime; the distinction is when a crime has taken place, such as assault, graffiti or a breach of the peace that has been motivated by prejudice. The Lord Advocate has issued guidelines about which category of offence will be reported to the Procurator Fiscal for consideration of prosecution. Children who do not come within these guidelines may be referred to the Children's Reporter or made subject to Police direct measures, depending on the circumstances. The Procurator Fiscal and the Children's Reporter discuss cases which are subject to joint referral and the Procurator Fiscal will decide where the case is best dealt with. The presumption should be against criminalising children and young people wherever possible unless it is in the public interest. Promoting the principles of inclusion amongst children and young people is key to preventing hate crime. Adults and children and young people can seek

appropriate advice and guidance from Police Scotland if they feel a crime may have taken place.

## Policy Aims

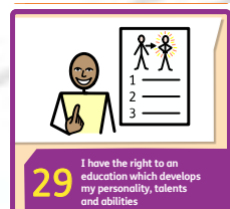
Every child and young person in Bellsbank PS should grow up free from bullying behaviour.

Bellsbank PS is committed to the safety and wellbeing of children and young people within the community. This is in line with our Vision – **Believe and Encourage Love and Learning of All**; and our Values – **Respect, Kindness** and **Aspiration**. Bullying is not a normal part of growing up. Bellsbank PS believe that children and young people have the right to be protected, supported and respected. Bullying is a violation of rights set out in the UN Convention on the Rights of the Child, notably Articles 3, 12, 13, 19, 28, 29, 39.



## Equality and

The application of statutory equality applies, and/or how it will respond to



the



## Diversity

policy upholds the duties, where it bullying related to the

protected characteristics listed in the Equality Act (2010), as well as other forms of prejudice and discrimination related to other characteristics, for example socioeconomic or appearance-based bullying.

The protected characteristics applicable to schools (as laid out in the Equality Act (2010) ) are:

- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act (2010) does not just protect people from discrimination because they have these characteristics; it also protects a person from discrimination because they are perceived to have one or more of the protected characteristics or because they are associated with someone who does. The Equality and Human Rights Commission published Technical Guidance for all schools in Scotland outlining the requirements of the Equality Act 2010 in relation to the provision of education and access to benefits, facilities or services, both educational and non-educational, providing an authoritative, comprehensive and technical guide to the law.

## Preventing and Responding to Bullying

To create a safe, inclusive and positive environment where it is understood that bullying is unacceptable, the strategies listed below explain how all forms of bullying will be prevented and responded to.

- Ensure safety and supervision in areas where children and young people congregate such as the playground, corridors and social areas
- Plan pro-active strategies e.g. anti-bullying weeks/days, assemblies, parents, carers nights, posters to be displayed etc.
- Discuss anti-bullying (including what bullying is and what the impact is), where appropriate, through the curriculum.
- At Bellsbank PS we use Social and Emotional Learning to develop pupils' emotional literacy and teach problem solving skills and conflict resolution.
- Restorative Practice is used to support children resolve issues in the classroom and playground.

Although prevention is the most effective intervention when it comes to bullying and is supported by the creation of inclusive learning and play environments. Thereafter, effective responses that are meaningful to children and young people can reduce long-term impact and restore well-being. The questions underneath should guide any conversations about bullying.

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudice or other behaviours have influenced the behaviour?

## Expectations and responsibilities of children and young people, staff/volunteers and parent/carers

### Staff

In addition to promoting and role modelling positive relationships and positive behaviour, all staff in Bellsbank Primary with a responsibility for children / young people will participate/have participated in the training and development listed below:-

- Social and Emotional Education Training
- RespectMe Training
- EAC CLPL Site
- PRD

All staff should be aware of Bellsbank Primary's antibullying policy and actively work to implement, monitor and review it; model behaviour which promotes health and well-being and understand anti-discriminatory, anti-bullying and child protection policies and establish respectful and supportive relationships with children and young people, parents and each other based on the ethos of Bellsbank Primary and which models the expectations of the Bellsbank Primary's anti-bullying policy

### **Pupils**

In Bellsbank Primary we actively, openly talk about, and discuss promoting respectful relationships and what this means and looks like in our school. Young people create and deliver our school values-based assemblies and work closely with RespectMe, culminating in their pupil led presentation being used across East Ayrshire schools to promote best practice. Listed below are the strategies / resources which will be used to raise the children / young people's awareness and prevent bullying:-

- Health & Wellbeing CFE Lessons
- Social and Emotional Learning Activities
- Respect Me Based Activities
- Restorative Practice
- Expressive Arts Role Play
- Pupil Led Values Assemblies
- Whole School Values Themed Days/Events

Children and Young People should be aware of their establishment's anti-bullying policy; know that they can speak to an adult to talk about their concerns, when it is safe to do so and ensure that their voice is reflected in their establishment's anti-bullying policy

### **Parents/Carers**

In order to raise parental awareness of positive relationships and positive behaviour, all parents in Bellsbank Primary will be provided with the information listed below:-

East Ayrshire Respectful Relationships Policy <https://www.east-ayrshire.gov.uk/Resources/PDF/A/Anti-bullying-respect-for-all.pdf>

RespectMe Anti-Bullying Site (parent/carer specific support resources)  
<https://www.respectme.org.uk/>

Parents and carers should be aware of Bellsbank's anti-bullying policy, encourage their child to report any bullying incidents to their establishment and model respectful relationships with all members of their community.

## Respectful behaviour

A clear commitment to promoting and role modelling respectful behaviour by adults in the school or setting; Promoting positive relationships between children and young people and adults helps to create a respectful ethos in the local community. Further, these positive relations can help to ensure that children and young people feel safe, secure and happy in their local community, school setting and clubs. Promoting positive relationships allow children to have someone that they trust entirely and can speak to when they need some support. This is vital to the wellbeing of children and young people.

## Reporting, recording and monitoring

Any form of bullying behaviour should not be ignored by staff or pupils operating a Zero Tolerance approach.

All staff are equipped to receive and respond to a report of bullying behaviour from pupils or parents.

Incidents of bullying behaviour should be reported to a member of the Leadership Team.

HT or DHT should investigate the incident. Where possible a restorative meeting should take place.

Reports of alleged bullying made by children/parents/carers/others will be treated as bullying incidents and schools will aim to complete an investigation and implement any remedial action within three working days and communicate the outcome to affected children, young people and their parents.

Investigations into alleged incidents of bullying behaviour should begin, in the establishment, on the day the incident is reported. If the incident occurs at the end of the school day, or out with school hours, the investigation should commence at the start of the following school day.

Each incident of bullying which takes place in a school will be recorded in the Bullying & Equalities module within SEEMIS Click & Go, which is the main information system used to hold pupil information in Scottish schools

Bellsbank staff should use their professional judgement when deciding when to record on the SEEMIS module. In line with the national guidance and this policy, not all disagreements between children and young people are necessarily bullying and staff should consider the behaviour and the impact before deciding if it is bullying and should be recorded

The purpose of recording is for schools to learn about what kind of bullying is happening in their school and to identify if there are trends or issues that require addressing, based on what the recording tells them. It should be seen as an improvement tool A

All data recording, monitoring and reporting will be undertaken in line with current data protection legislation

## Stakeholder Consultation

This policy has been developed in consultation with pupils, parents and staff.

Pupils' views have been sought through Pupil Council and Assembly Circles discussions. Pupils use HGIOURS to evaluate the Relationships within the school.

Parents' views have been sought through Parent Council and Parent Focus Groups.

Staff views have been sought through engagement with Respect Me training and materials.

Links to materials used to support the development of this policy

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

<https://www.east-ayrshire.gov.uk/Resources/PDF/A/Anti-bullying-respect-for-all.pdf>