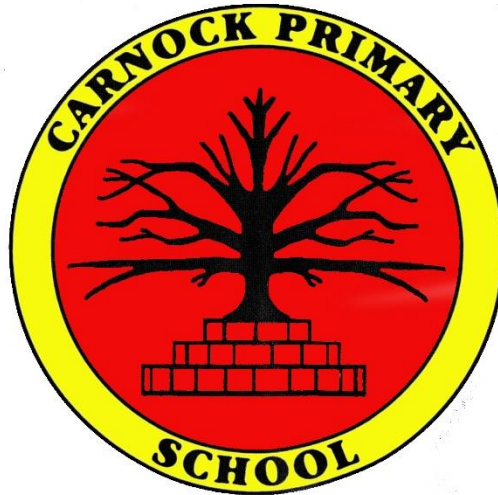


# Carnock Primary School



## Anti-Bullying Policy

(Sits within wider context of Relationships, Care and Welfare

<https://blogs.glowscotland.org.uk/fi/carnockps/relationships-ca...d-welfare-policy/>)

Reviewed	March 2016	April 2018	March 2021	September 2023	November 2024	March 2026s		
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## **Introduction**

Following whole school community consultation in October 2024, this policy, and related appendices, has been reviewed by a working group consisting of staff, parents/carers and pupils. Cognisance has been taken of Fife Council Education Directorate's Anti-Bullying Policy and information from [respectme | Scotland's anti-bullying service](#) .

Carnock Primary aims to:

- Reduce, prevent and respond effectively to bullying
- Improve social behaviour through an effective strategy which actively involves children, parents/carers and staff in positive approaches (*See Relationships, Care and Welfare Policy and Procedures for more information* [https://blogs.glowscotland.org.uk/fi/carnockps/relationships-ca...d-welfare-policy/](https://blogs.glowscotland.org.uk/fi/carnockps/relationships-care-and-welfare-policy/))
- Ensure the underlying values of Carnock Primary School of honesty, respect, fairness, friendship and responsibility are understood and put into practice by all those involved.
- Ensure that there are robust methods for monitoring, evaluating and reporting on the effectiveness of this policy including any effects on minority or protected characteristic groups.

## **Definition of Bullying**

“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.”

- 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.

Bullying behaviour can include the following:

- 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 phones/tablets.
- 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).

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

We will challenge all types of prejudice-based bullying and language, recognising the importance of the protected characteristics identified in the Equality Act 2010:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

### **What is not bullying**

As a school, we will deal with a variety of behaviours on a daily basis. However, while some of these behaviours may be reported or described by a child, or their family, as bullying, it is important to recognise that not all such behaviour will be bullying or should appropriately be treated as such.

While the section above sets out examples of behaviour that may constitute bullying, it is recognised that behaviour will be context specific and should be considered on a case-by-case basis. In identifying what response is appropriate, it will often be necessary for staff to use their professional judgement to identify the nuanced differences between types of behaviour.

### **Differentiating bullying from conflict**

It is important for children and young people to discuss how they feel and to help them develop the social competence and communication skills needed to help them 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 not considered to be bullying; this is considered to be a normal part of growing up.

It may be possible to differentiate conflict from bullying by having regard to the relationships and dynamics involved. Conflict is normal and can happen in healthy, happy, equal relationships. Usually at least one party involved doesn't want the conflict to continue unresolved, and will try to take early action to make amends and improve the situation. Healthy relationship conflict is not the same as bullying and is unlikely to lead to bullying as the people involved have a vested interest in restoring equilibrium and staying connected to each other.

We believe that it is important to make a distinction between conflict and bullying, as describing all relationship difficulties as bullying is likely to devalue the term and obscure the genuine risks associated with children and young people being bullied. Our approach to anti-bullying is set within our wider relationships & behaviour strategy.

## **Children's Rights and Bullying**

It is every child's right not to be bullied. Children's rights are unique in that many of them, although designed for the safety and protection of children, have to be provided for by adults and the government.

Although children and young people are covered under the Human Rights Act 1998, their rights are more clearly specified under the UN Convention on the Rights of the Child (UNCRC).

Although neither specifically mentions bullying, bullying behaviour does breach a number of the articles in both. Alongside this, both outline the responsibilities of adults to protect and safeguard children and young people from bullying behaviour.

## **Expectations**

Staff, pupils and parents/carers share the responsibility of fostering respectful relationships and upholding our school values of fairness; friendship; honesty; respect and responsibility.

## **Prevention of Bullying**

Our approach to anti-bullying is set within our *Relationships, Care and Welfare Policy*.

Staff must ensure that anti-bullying education underpins all classroom practice. The approach taken in our school is one of prevention and disclosure. We encourage children to talk and share concerns relevant to bullying behaviour and adults closely monitor the playground areas. Role-playing situations in drama, topics, Health and Wellbeing and Religious and Moral Education will focus on bullying behaviours at various times.

In order to be pro-active in addressing bullying behaviours, our school will:

- have a named member of staff as an Anti-bullying Single Point of Contact. This is Mrs Ewart.
- maintain an area within our website with advice and information for pupils and parents/carers
- ensure that all stakeholders have an awareness of, and access to, the school's Anti-bullying Policy. This will be available from the school office or on our school website. [Relationships, Care and Welfare Policy – Carnock Primary School](#)

## **Action**

- All alleged incidents or accusations of bullying behaviours should be brought to the attention of a member of school staff. Mrs Ewart is the Single Point of Contact, but any member of staff may be approached.
- Alleged incidents will be investigated in a timely manner using a flowchart of agreed actions for use across Fife. (See Appendix 1)
- Bullying incidents will be recorded and monitored using the council-side recording system SEEMiS in line with guidance issued by the Directorate.

For further information and resources go to [www.respectme.org.uk](http://www.respectme.org.uk)  
<https://respectme.org.uk/bullying/prejudice-based-bullying>

# Appendix 1

## Antibullying Flowchart - Primary Sector

<b>REPORT</b>	<b>SUPPORT</b>	<b>CHALLENGE</b>
Rigour in reporting, providing feedback and data analysis.	Agree supports/ steps to address with young person + parent/carer.	Visible and determined effort to reduce and resolve bullying.

**Stage 1 Strategies**

Always consider how to give the learner experiencing bullying back a sense of control based on their view.

Consider using the following:

- 1) "Respect Me" guide to help with learner. Help the learner to suggest some realistic options that they can try to address the behaviour, and support them to do so (blogging, writing, listening in confidence, referring to leaflets, universal strategies).
- 2) Restorative conversation led by class teacher.
- 3) Restorative conversation led by SLT.

**Stage 2 Strategies**

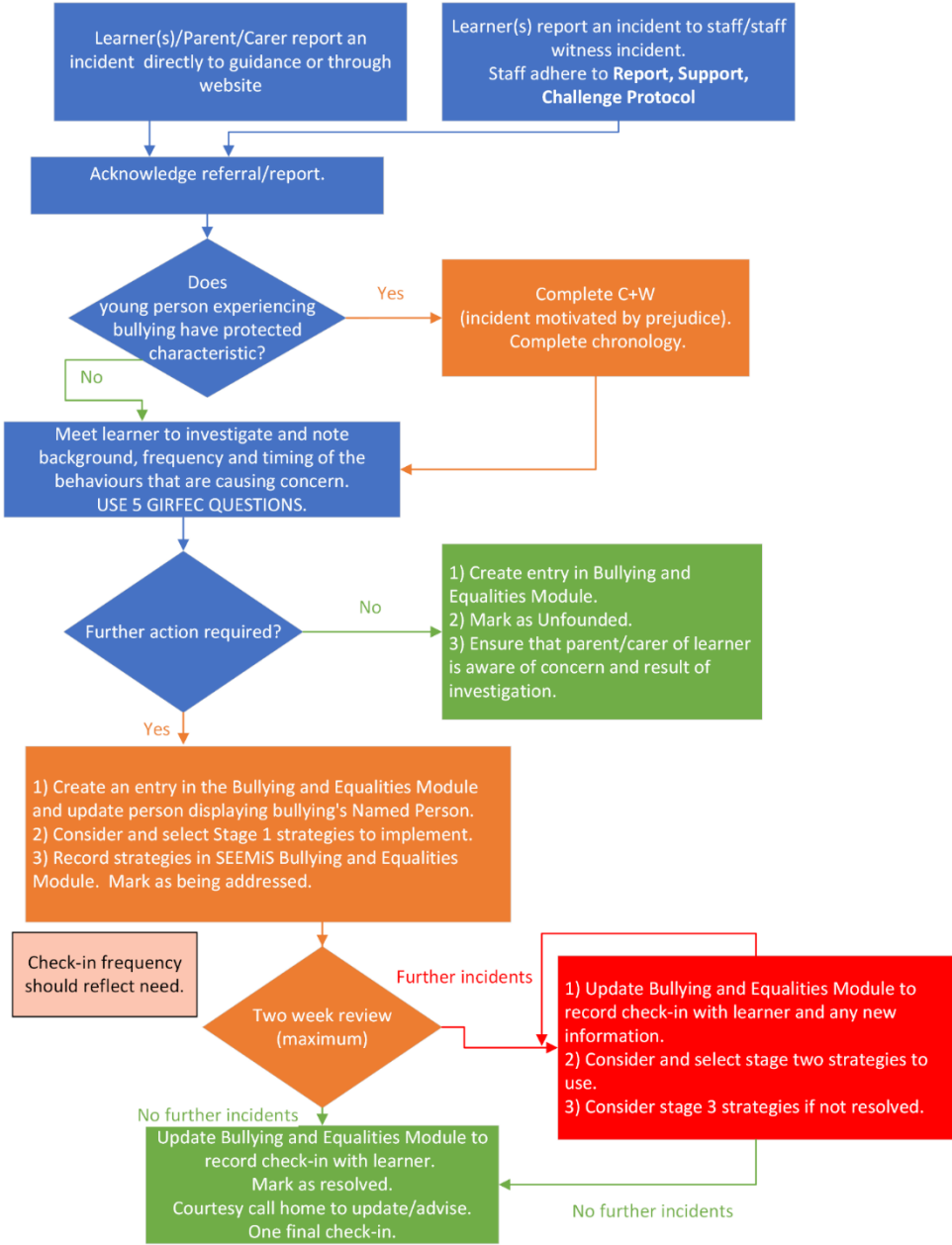
Targeted interventions whilst considering how to give the learner back a sense of control.

- 1) Combination of stage 1 strategies/utilise strategies not used already.
- 2) Involvement of parents/carers - meeting, request support at home.
- 3) Change of provision.

**Stage 3 Strategies**

Consider Educational Psychology/ Education Manager involvement.

Consider multiagency planning meeting.



**Respect Me - National Definition of Bullying.**  
 Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this their sense of 'agency'.



## Appendix 2

### **Parent/Carer Anti-Bullying Feedback and Advice** *(By parents/carers for parents/carers)*

A questionnaire was sent out to parents/carers in order to gather their opinions on bullying. The survey showed that 91% of parents/carers who responded know who to contact in the school if they are concerned about their child being bullied. However, only 55% of the parents/carers who responded have read the schools anti-bullying policy.

The survey also showed that parents/carers agreed that if bullying occurs outside school, it is the responsibility of the parent/carers to deal with the situation but school should be made aware of what is going on. Parents/carers have a responsibility to talk to their children about bullying and model good behaviour.

The updated Anti-Bullying Policy can be found on the school website [Relationships, Care and Welfare Policy – Carnock Primary School](#)

The first point of contact for bullying at school is Mrs Ewart (DHT/PT).

More advice can be found on:

1. Respect Me Website [respectme | Scotland's anti-bullying service](#)
2. Childline website [Childline | Childline](#)
3. NSPCC website [Support & advice for parents | NSPCC](#)

## Appendix 3

### Children's Anti-Bullying Feedback and Advice (By children for children)

On October 4<sup>th</sup> 2024 the children and the adults did a survey on bullying at Carnock Primary School. 90% of the children know how to handle bullying situations and what bullying is. Some of the answers were:

- Tell a trusted adult or primary school teacher
- You can call Childline 0800 1111 Childline phone number (and remember child line is always open 24/7).
- Write to a worry monster or box: if you don't have one just write to a trusted adult or teacher
- Tell the staff in your school to be aware about the bullying behaviour
- If it doesn't stop keep all evidence
- Don't retaliate (don't do anything back)
- Don't blame you self (BULLYING IS NEVER YOUR OWN FAULT)
- Be proud of who you are
- Stand up for yourself and tell the bully to stop.

Online...

- Protect your online accounts and don't share your passwords
- Block the harasser and tell an adult immediately
- Surround yourself with people that you trust