



CPS Approach to: Anti-Bullying



Updated: May 2026

(Version History: May 25; Aug 25; Dec 25;)

(This document will be continually revised and updated to reflect best practice.)

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Anti-Bullying



Introduction

As representatives of Fife Council Education and Children's Services Directorate, all staff at Cowdenbeath Primary School are unequivocally opposed to bullying. This policy document set out our school's approach to anti-bullying and is underpinned by our school Vision Values and Aims:

<h2>OUR VISION</h2> <p>Learning, Nurturing and Achieving Together</p> <hr/> <h2>OUR AIMS</h2> <ul style="list-style-type: none">• To be a safe, healthy and inclusive environment for learning• To inspire, challenge, support and celebrate high-quality learning and achievement for all• To welcome, nurture, respect and listen to everyone• To work together as a team with everyone within our school community	<h2>OUR VALUES</h2> <p>Trusting Equitable Responsible Respectful Inclusive Fair Integrity Caring</p> <hr/> <h2>BE TERRIFIC!</h2>
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Our Anti-Bullying policy also sits within our wider **CPS Promoting Positive Relationships and Behaviour Policy**.

What is Bullying?

The Nationally agreed definition of bullying in Scotland is as follows:

“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.”

source – [Respect Me, Scotland's Anti-Bullying Service](#)

Bullying behaviour happens face to face and online and can include:

- Being called names, being teased or made fun of
- Being hit, pushed or kicked
- Having your belongings taken or damaged
- Being ignored, left out, or having rumours spread about you
- Being deliberately made to feel embarrassed or humiliated
- Receiving abusive messages or having nasty comments made about you online
- Being targeted because of who you are or how people see you

This can hurt you physically, emotionally and socially. In addition, although the behaviour might not be repeated, the threat or worry that it will happen again can be very real.

Children's Rights

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). [A plain speak version for children can be located here.](#)

For more information on the UNCRC, visit unicef.org.uk or just [click here](#).

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.

Everyone:

- has the right to learn (articles 28, 29)
- has the right to feel safe (articles 3, 19, 36)
- has the right to feel valued (articles 12, 13, 14)
- has the right to have a voice (articles 12, 13, 14, 15)
- has the right to tolerance and empathy (articles 12, 13, 14, 29, 30)



Prejudice-based bullying

“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.”

(source: [Scottish Government -Respect for All](#))

The Equality Act redresses/protects against prejudice by making it unlawful to discriminate against people with the following nine “protected characteristics” (opposite):



Whilst material deprivation, and in line with Fairer Scotland Duty (2021), is not a protected characteristic at the time of writing, we need to mitigate against the stigmatising effect of living in chronic or acute material poverty and/or deprivation.

In order to respond effectively to prejudice-based bullying incidents as they arise, we recognise that it is also important to recognise, understand and address the root cause of prejudice.

Where Do Bullying Behaviours Come From?

Bullying behaviours can happen when children:

- Are modelling learned behaviour
Children often copy what they see at home, in school, within their communities, online, or in media. Exposure to aggression, shouting, conflict or put-downs can lead them to repeat those patterns.
- Feel insecure or lack control
Children who feel powerless may try to gain control by dominating others. This can be a way of coping with low self-esteem, anxiety, or past trauma.
- Struggle with social or emotional skills
Some children may not yet understand empathy, boundaries, or how to manage frustration — especially if they haven't been taught positive ways to resolve conflict.
- Are seeking attention or acceptance
A child may act out to impress peers, fit in with a group, or get attention from adults — even if it's negative.
- Are under stress
Situations like family breakdown, bereavement, or moving schools can cause children to behave in ways they normally wouldn't.

Bullying is complicated and schools will always be more successful tackling bullying with the support of their community giving consistent messages about managing conflicts in positive ways that reduce the likelihood of escalation

A Note About 'Conflict' & 'Bullying' – (see appendix 1, "Is This Bullying?")

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 approach to promoting positive relationships & behaviour and trauma-informed practices. It recognises that bullying behaviour can only be fully understood within the social context within which it occurs.

Building Pupil Empathy

Central to the development of positive relationships and behaviour are the principles of raising children's awareness and understanding, supporting the development of essential skills and knowledge, and enabling children to make the right choices in all aspects of their social behaviour.

Furthermore, we are committed to working in partnership with our families, identifying shared responsibilities in preventing bullying, ensuring the welfare of children who have been bullied, and supporting and challenging those who have bullied. Wherever possible we want to work with our pupils, families, colleagues and community to create a culture that reduces and prevents bullying behaviours.



TREAT
OTHERS
HOW YOU
WISH TO
BE TREATED

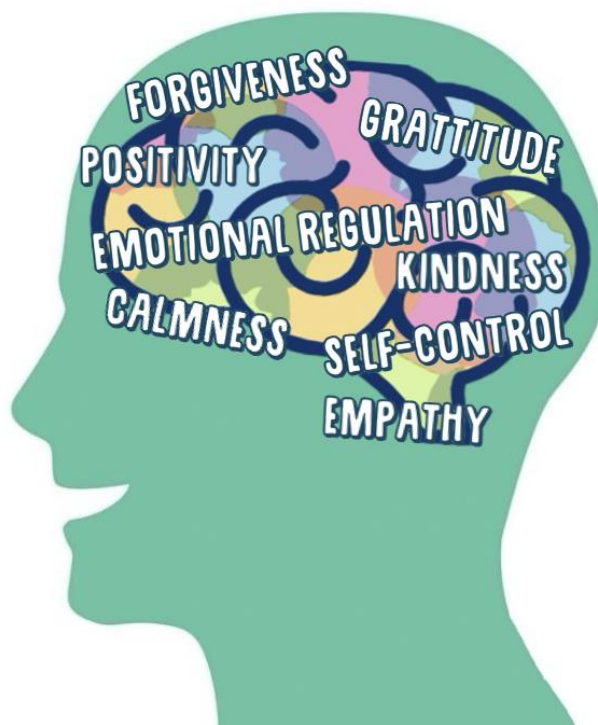
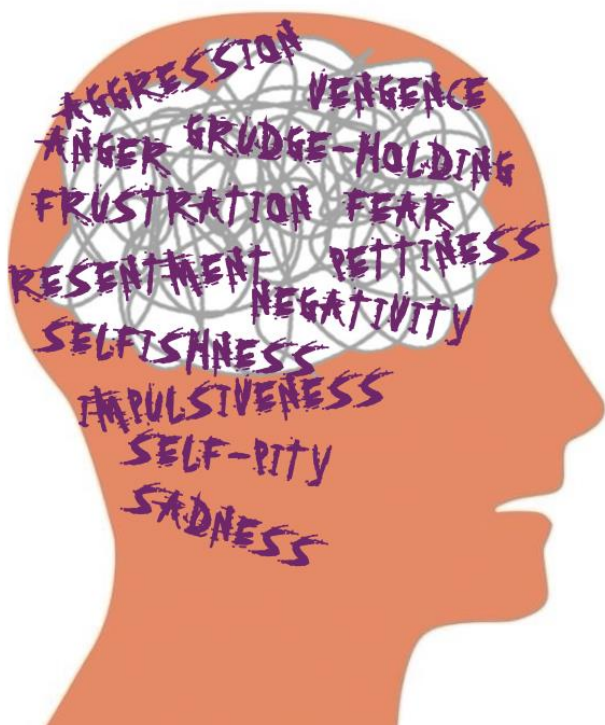
REGARDLESS
OF HOW
THEY
TREAT
YOU

We aim to build pupil empathy to ensure that children do not bully others because they understand the harm it causes and therefore instead choose to not cause such harm. It follows, therefore, that where children do not make this choice, we need to engage with them educationally, supportively and restoratively, rather than punitively. Such an approach may, understandably, be challenged by those who believe that children who bully should experience only negative consequences due to their behaviour. Our firm belief is that such an approach is ultimately counterproductive and, therefore, all staff, children and parents play an active role in developing and maintaining our school's anti-bullying policy based on this principle; involvement and ownership contribute significantly to effectiveness.

The approach of our school team, when addressing instances of bullying, should always take account of the child or young person's context and past experiences, additional support needs and the behaviours exhibited by those experiencing bullying or those displaying bullying behaviour.

Families have a crucial role in supporting children and young people, and increasingly in managing the bullying behaviour associated with social media used outwith school, as well as supporting schools around mobile phone use within school.

YOU BECOME WHAT YOU FEED YOUR MIND



Expectations of our School Community

As previously stated, our school's approach to preventing bullying behaviours is underpinned by our School Vision, Values and Aims. In addition, during the 2023-24 school session, we consulted with our pupils' families and whole-school team to create a shared, aspirational vision about what we want our school to be (opposite. Also, See Appendix 2; Shared Vision for Promoting Positive Relationships & Behaviour):

To move towards this vision, it is important that we understand our individual and collective responsibilities.



Promoting Positive Relationships & Behaviour



Our Shared Vision:



Calm and happy

We want our school to be a calm space, where children can regulate their emotions



Everyone gets the help they need

An equitable place where everyone's needs are understood and support is available for anyone who needs it.



Doing and saying the right thing

A connected place where there is a sense of community between pupils, families and staff.



Friendly and kind

A place where everyone is respected, respectful and responsible



Feeling safe

A place where people feel happy and safe.



Learn and grow

A place where pupils are engaged in their learning and motivated to give their best; to persevere, build their resilience and achieve.

It's Everyone's Responsibility to Get It Right for Children

The Directorate's Responsibilities:

- An officer of the Directorate leadership team is identified as the lead officer for the anti-bullying policy. This person will have responsibility for ensuring that the intentions of the policy are realised and for providing relevant information as required to the Directorate and Fife Council.
- The effectiveness of this policy is monitored and reviewed at the individual establishment/Service level, using information derived from incident recording.
- Action to shape future policy and to provide support and challenge to all establishments and services is evidence-based and informed by effective monitoring.
- Support is provided across the Directorate by co-ordinating training opportunities, liaising with relevant partner agencies, and promoting and sharing successful practices.
- Through the quality improvement process, a school's Education Manager, in collaboration with the school, will review the school's anti-bullying policy, its implementation and the information derived from the information recording system (SEEMiS bullying and equalities module).

To ensure the delivery of effective anti-bullying policies across all establishments, there will be a commitment to reviewing practice in this area annually, using information concerning the occurrence of bullying, the measures put in place to deal with it and the outcomes achieved. This process will include gathering information and feedback concerning responses to bullying incidents from children who have been bullied and their parents or carers regarding how the incident was responded to.

(continued overleaf...)

The School's Responsibilities:

- The Child Protection Coordinator (CPC) to ensure that an anti-bullying policy is developed, implemented, maintained and communicated effectively (e.g. easily accessible on school website).
- The CPC to be responsible for ensuring that the school anti-bullying policy is up-to-date (reviewed on 2-year cycle) and ensuring that anti-bullying training provided by the Directorate is undertaken by school staff.
- The policy to be embedded and reviewed in School Improvement Plans, linked with targets for school ethos, and will articulate with the curriculum through the school's Personal and Social Development/Health & Wellbeing programme.
- In all establishments and services, the policy's development and regular review to result from a genuine partnership between staff, children and parents/carers. Critically this process will include considering child and parent/carer feedback, both planned and unsolicited, and consultation with the wider community and partners.
- Appropriate training/awareness raising of the latest practice in anti-bullying approaches to be made available to staff, children, parents and carers. Where necessary support will be sought from the Directorate to ensure this requirement is met.
- On an annual basis, anti-bullying policy and practice to be included in at least one professional development session.
- Talk to learners often about anti-bullying approaches.
- Engage with parents/carers/families often about anti-bullying approaches.
- Bullying incidents to be recorded and monitored using the Bullying and Equalities module in SEEMiS, in line with the guidance issued by the Directorate and the Scottish Government.
- Anti-bullying 'Power BI' Report (updated monthly) to be analysed and discussed at a strategic level, with appropriate strategies and interventions identified to address emerging trends.
- Out of School clubs to develop policies which align effectively with school policies and ensure the effective exchange of relevant information.

Individual Fife Council Staff's Responsibilities

- To be fully conversant with the establishment or service's anti-bullying policy and contribute to its review and development as required.
- To understand fully and follow procedures for recording, managing and monitoring bullying incidents and supporting and managing children who have been bullied or been bullied.
- To share relevant information concerning individual children and incidents of bullying with the child's Named Person or other professionals as required to ensure children's safety.
- Regularly engage with self-evaluation of this aspect of their practice, as part of the wider care and welfare agenda, within their regular review of continuing professional development.

Children and Young People's Responsibilities:

- Report to an appropriate member of staff if they experience behaviour that makes them feel unsafe or disempowered.
- Accept support from staff to resolve any bullying concerns.
- Be pro-active school citizens, by engaging in activities which support and promote equality, diversity and inclusion. This might include participating in Mentors in Violence Prevention (MVP), for example (see [Fife Recommended Approaches](#)).
- Exercise being safe and responsible when connecting with others in an online context.
- Be positive role models for their peers, by showing others that discrimination of any kind is not okay and being pro-active in reporting any behaviours witnessed.

Families' Responsibilities:

- Ensure, support and promote their child's health and wellbeing.
- Encourage and monitor safe and responsible online behaviour.
- Talk to an appropriate member of school staff if their child needs help/ if a bullying concern arises.
- Be familiar with school policy related to Anti-bullying, Equalities and use of Mobile Devices.
- Work in partnership with school staff to resolve bullying concerns and contribute towards an ethos of tolerance and non-discrimination.
- Talk to their child(ren) about the importance of valuing people as individuals who make up our diverse society.

Prevention of Bullying Behaviours

At Cowdenbeath Primary School and Nursery School we are committed to implementing strategies to raise awareness of bullying behaviours and to prevent these happening in our school. We primarily do this through our proactive approaches to promoting positive relationships and behaviour (For more information, see our Promoting Positive Relationships and Behaviours policy document/section of this document). But to summarise, some of the activities we engage in are:

- Referring to and educating our pupils through our health and wellbeing programme about respecting others and how to respond to bullying behaviours.
- Using the National Anti-bullying resource; Respect Me. ([click here!](#))
- Using the “Keeping Your Cool In School” resource throughout the school.
- Promoting anti-bullying through posters and materials highlighting the action an individual should take if someone they know is involved in bullying behaviour across the school.
- Using our Traffic Light resources to promote positive relationships and behaviour (see Appendix 3: CPS Anti-social Behaviour Interventions).
- Raising awareness of digital rights and online safety in Health and Wellbeing lessons and through key inputs each year for pupils and families from partner agencies such as Police Scotland and Childline.
- Providing information on the school website and in the school booklet.
- Issuing annually a leaflet for pupils on what to do if someone is experiencing bullying behaviour.
- Supporting staff in accessing training which increases their awareness and understanding of bullying behaviours.
- Providing a pupil’s suggestion/worry boxes in all classes.
- Supporting and nurturing pupils emotional and social development through restorative discussions and our health and wellbeing lessons.
- Promoting equality, equity and diversity through the school curriculum.
- Creating safe, nurturing environments and spaces within our classrooms through self-evaluation using the CIRCLE resource
- Consulting with our pupils on how best to communicate this policy.
- Sharing key messages with our families through our newsletters and sharing assemblies.
- Promoting kindness and pro-social behaviours through our approaches to recognising and celebrating achievements. E.g. pupil of the week and TERRIFIC awards, assemblies, and so on.
- Using “Fix-it” folders to support restorative discussions and action planning.
- Using our Traffic Light resources to structure restorative discussions, action planning and target -setting
- Individual and whole-class scaling to identify strengths and targets for improvement.
- Creating safety plans for children who are worried and anxious about bullying behaviours.

Responding to Bullying Behaviours

When a child is experiencing bullying behaviours, this can be very emotive and distressing for families as well as the child. This is entirely understandable. Unfortunately, this can lead to tensions in the partnership between the school and the family, which can lead families to the misperception that the school did or is doing “nothing” about their child being bullied. This is never the case however.

In addition to the activities described above, the school uses a variety of approaches to prevent and resolve issues around bullying behaviours. In resolving these issues, it is important that we consider how we support the person experiencing bullying behaviours as well as the person displaying bullying behaviours. The steps we take to do this are gradual and incremental and are outlined for your reference in the table overleaf...

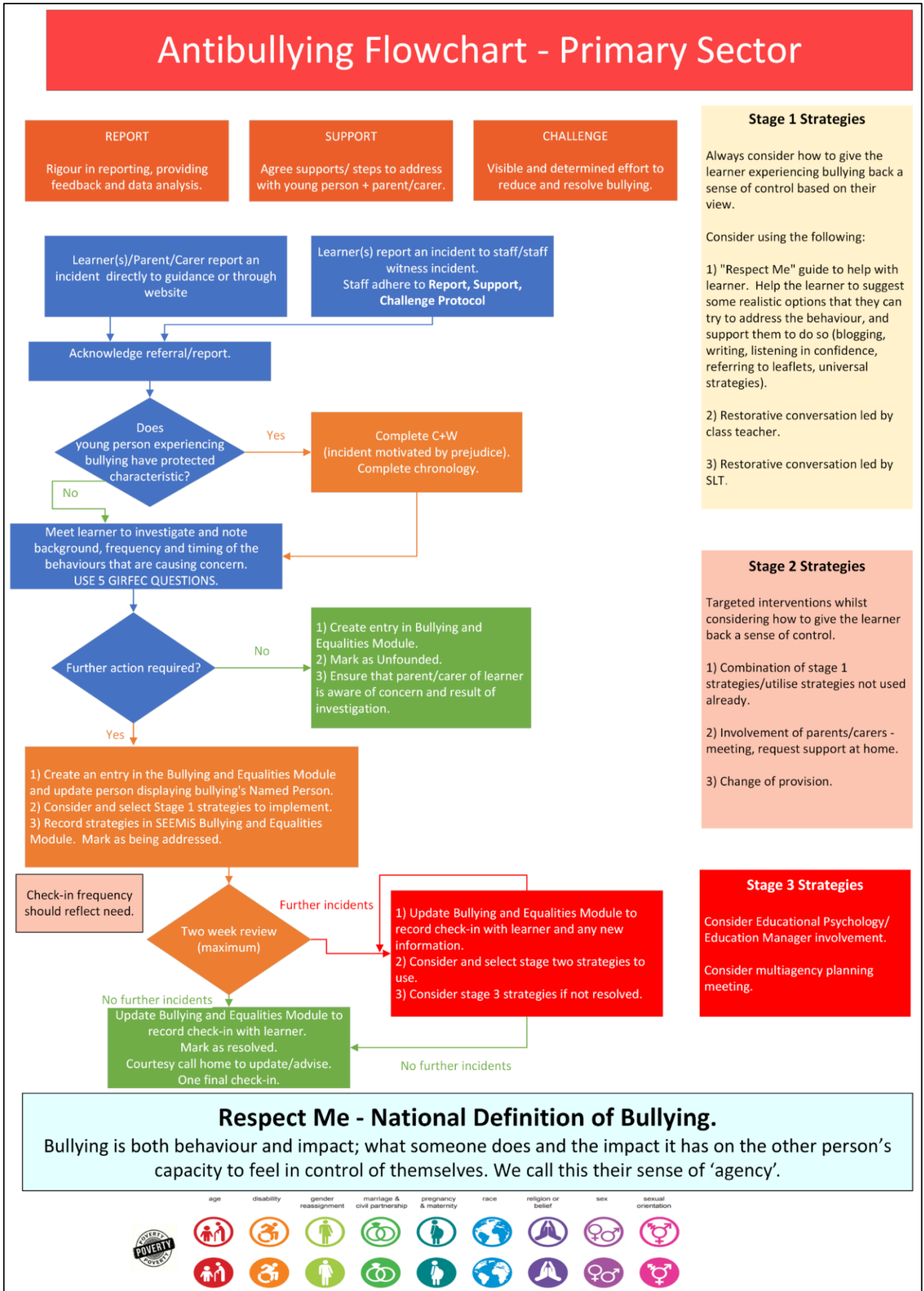
Information for Families: School's Response to Bullying Behaviours



In addition to class and school activities in health and wellbeing lessons about positive and negative relationships, school values and bullying, the school uses a variety of approaches to resolve and prevent issues around bullying.

What?	Who?
<p>Restorative approaches In the initial stages of any concerns around bullying we will speak with the children involved and use restorative discussions for all involved to better understand how the bullying behaviour impacts on both recipient and perpetrator. Wherever possible we will seek to identify any causes and plan around this to prevent future occurrences. Where necessary, appropriate sanctions will be used.</p>	<p>Pupil Displaying & Pupil Experiencing</p>
<p>Linking with families If required due to severity or where bullying behaviour persists, concerns will usually be shared with families and support from them will be sought to prevent any future reoccurrence.</p>	<p>Pupil Displaying & Pupil Experiencing</p>
<p>Coaching These discussions focus on identifying new ways to manage emotions or solve problems in ways that don't result in bullying behaviours. These can result in safety plans, action plans and risk assessments.</p>	<p>Pupil Displaying & Pupil Experiencing</p>
<p>Safety plans, action plans and risk-management plans These are specific plans tailored to individuals that identify expectations and targets to better regulate emotions and behaviour or identify a course of action to reduce risks. These are often informed in consultation with other relevant services such as the educational psychologist and pupil support services. Resources such as the Fife de-escalation and resilience packs can be used to support this planning and risk management.</p>	<p>Pupil Displaying & Pupil Experiencing</p>
<p>Target-setting and tracking through record sheets and diaries Pupils' behaviours can be assessed and progress towards positive targets recorded through a variety of formats that are usually shared with the family.</p>	<p>Pupil Displaying</p>
<p>Increased supervision and tracking of incidents Known issues and concerns are recorded daily in logs that that all relevant school staff has access to. This is useful in identifying persistent issues around bullying over time as well as monitoring improvements and escalations. It is not unusual to see increases in activity recorded in these logs when supervision is increased. This information can be shared with other relevant services where necessary.</p>	<p>Pupil Displaying & Pupil Experiencing</p>
<p>Separation Children with persistent issues around bullying behaviours will be kept separate from relevant children <i>as much as possible</i>. Where necessary, for pupil safety, this may also require a pupil to be withdrawn from class, to work somewhere else away from key children, and with increased supervision and adult support. This may also include becoming a home lunch if we believe there is a pattern of behaviour occurring during unstructured break times.</p>	<p>Pupil Displaying & Pupil Experiencing</p>
<p>Reduced Timetable If earlier interventions are having little impact, then, under guidance from the educational psychologist, a pupil demonstrating bullying behaviours may have part of their school timetable reduced for short periods of time, to break cycles of behaviour or if there are key times that the pupil consistently demonstrates that they can't cope and are likely to endanger themselves or others.</p>	<p>Pupil Displaying</p>
<p>Exclusion In extreme circumstance, when a child is causing significant and unmanageable disruption to learning or is presenting a persistent danger to themselves or others, after all other interventions have been unsuccessful, they may be excluded temporarily. This should be avoided wherever possible, and all other alternatives sought. It should only be used to allow the school to prepare a new plan of support to prevent further occurrence. Exclusion can never be used as a punishment.</p>	<p>Pupil Displaying</p>
<p>Partnership Working The school will work with all relevant services to ensure that the pupil demonstrating bullying behaviours has the best possible and most appropriate support. This may include advice, additional support planning, home visits, wellbeing meetings, assessments, increased human resource through additional support from adults or even a specialist placement at a Pupil Support Services class following a successful application and after all other alternatives have been exhausted.</p>	<p>Pupil Displaying</p>

In addition to the responses outlined above, we also follow Fife's anti-bullying guidance. (Please also see the Fife Primary Sector Anti-Bullying Flowchart - See Appendix 4: Fife Anti-bullying Flowchart):



Responding to Bullying Behaviours Outside the School Premises

We know that bullying behaviours can occur outside the school gates and via mobile phones and through social media. The bullying behaviour may be carried out by pupils from our school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying behaviours off the school premises we will:

- Advise pupils and families how to avoid or handle bullying behaviours outside of school
- Although bullying has no legal definition, and therefore cannot be identified as a crime, families can still report specific behaviours to Police Scotland. For example:
 - violence or assault
 - theft
 - repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
 - hate crimes (see protected characteristics)

Use of Mobile Devices in School

The use of mobile phones is not permitted in our school. Pupils should only bring mobile devices such as phones, to school if they have prior agreement from the headteacher and an acceptable use agreement has been completed. For full details on the school's approach to mobile devices, (see **CPS Safe Use of Mobile Devices Policy**).

Monitoring and Evaluation

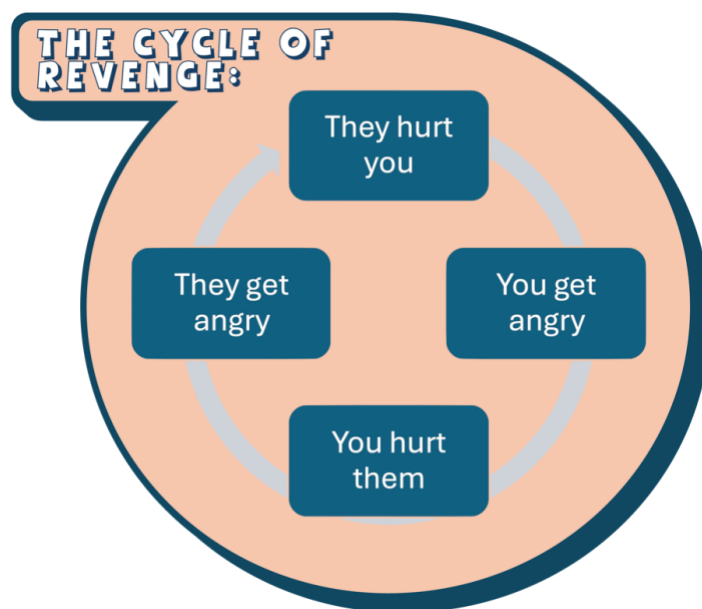
To the best of our ability, incidents of bullying behaviours are recorded onto the school's Bullying and Equalities Module. This information can then be used by the senior leadership team to review incidents to identify any significant patterns and trends. This will in turn, lead to appropriate action being taken as necessary.

A review of the strategies used to raise awareness regarding anti-bullying and to prevent bullying behaviours taking place, will be conducted annually. The policy and procedures will be reviewed every three years (or earlier if required).

Key Messages for Pupils

Grudges and the Cycle of Revenge

It is important that children learn to respond to bullying behaviours calmly and assertively. Our immediate reaction is too often to respond emotionally and aggressively. However, responding to any conflict behaviours in this way will almost certainly escalate the conflict and increase the risk of harm to one or more parties. These types of responses also make it difficult for adults to resolve issues as all parties involved will claim to be the victim of bullying behaviours. Furthermore, responding in angry and abusive ways, physically or emotionally, will typically lead to grudges being held and further instances of bullying and abusive behaviours over long periods of time; sometimes even years! It seems counterintuitive but treating people who are abusive to you with calmness and kindness, robs them of their power.






"Nobody can hurt me without my permission."

- Mahatma Gandhi

Responding to Bullying Behaviours, Assertively



Understanding why the person being unkind to you is behaving that way, might make them a little less scary to you, but if that is all we do, they will probably continue with their bullying behaviours. That's not okay. The best way to stop bullying is to not give them what they want; **power over you**. Don't give them your **sadness, worry, or anger**, as that is what they need to feel in control of you.

Weak Response	Angry Response	Cool Response
		
<ul style="list-style-type: none"> • Crying • Looking down • Running away in fear • Saying nothing 	<ul style="list-style-type: none"> • Shouting • Name-calling back • Hitting back* • Threatening 	<ul style="list-style-type: none"> • Hiding your emotions • Appearing calm • Getting help from adults, when it's safe to do so
<ul style="list-style-type: none"> • The more upset you get, the happier the person bullying you is. • The bigger your emotional response, the funnier they will find it. • These reactions communicate to the person bullying you, that you are not going to do anything about their behaviour. • They love this as it means they can target you without consequence. 	<ul style="list-style-type: none"> • The more upset you get, the happier the person bullying you is. • The bigger your emotional response, the funnier they will find it. • These reactions make the person bullying you feel entitled to continue targeting you because you have now said or did something to them. • It makes it difficult for adults to help you as everyone involved has been abusive or aggressive. 	<ul style="list-style-type: none"> • People displaying bullying behaviour hate this because you appear 'untouchable'. • The person bullying you won't mind getting in trouble once they have what they want – your emotional response. • If you consistently hide how you are feeling, appear emotionally neutral and calm, and get help from an adult, the person being unkind will usually give up on trying to target you and look for an easier target.

*A note about hitting back

Hitting back is the most common advice people give their children. There is a common misconception that when you hit a bully back that they will not bother you again. This narrative is passed on within our own families and endures in our communities, TV shows, movies and books.

Unfortunately, it **almost never works** and worse still, it is significantly more likely to make the child hitting back a future target for bullying behaviours. For more information on why hitting back is not good advice, visit the Sway article we created by [clicking here](#) or scanning the QR code.



4 STEPS TO PREVENT & RESPOND TO BULLYING BEHAVIOURS



<h1>1</h1>		<ul style="list-style-type: none"> Recognise baiting behaviour – don't fall for it. You <i>win</i> when 'bullies' don't get the reactions they are looking for.
<h1>2</h1>		<ul style="list-style-type: none"> Act cool and calm, even if you don't feel it. Children showing bullying behaviours are looking for an emotional response. Don't give them one! Always speak to an adult when you feel you are being bullied. Do this before responding in an emotionally weak or aggressive way.
<h1>3</h1>		<ul style="list-style-type: none"> Understand that 'hitting back' plays into the 'bully's' hands. Only hit back if you cannot get away and you have no other options to keep yourself safe. Once you <i>can</i> get away, go to a safe place where someone can help you immediately; don't stay and fight!
<h1>4</h1>		<ul style="list-style-type: none"> Understand why people show bullying behaviours. 'Bullies' are ultimately unhappy about aspects of themselves, their lives or are simply jealous of you. They are not people you should be scared of. Getting help from an adult keeps you safe and gets help for the person trying to bully you.

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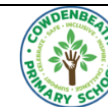
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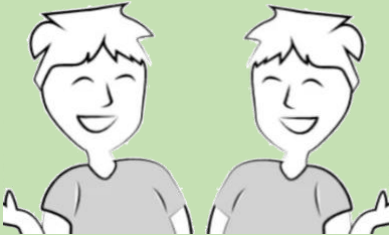
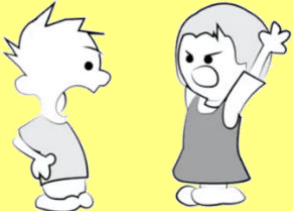
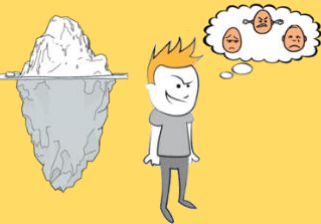
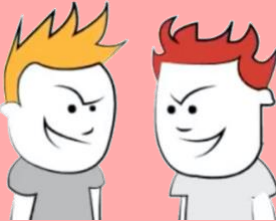
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Is This Bullying?

What's the Scenario?	 No problems	 Accidents, Fallouts & Misunderstandings	 Bullying Behaviours	 Bullying
How are you feeling?	<ul style="list-style-type: none"> I am happy and the people around me make me feel good. I feel safe. 	<ul style="list-style-type: none"> I am upset. I have fallen out with a friend. They are upset too and have been unkind to me. 	<ul style="list-style-type: none"> For no reason, someone has been unkind to me or has hurt me. I feel sad, worried or angry. 	<ul style="list-style-type: none"> The same person or people keep on doing and saying unkind things to me. They seem to enjoy finding me to make me feel sad, angry and upset. I feel like there is nothing I can do and it will never stop.
Why has this happened?	<ul style="list-style-type: none"> No one is being unkind to me. 	<ul style="list-style-type: none"> Fallouts happen and when they do, we can become angry at each other. When we are angry, we can say or do things that are hurtful – we don't usually mean it though. This is annoying and upsetting but perfectly normal – you will probably be friends again in no time! 	<ul style="list-style-type: none"> Some people say or do unkind things for apparently no reason. This is unacceptable and needs to stop. There is probably a reason why someone is being mean to you and it probably has nothing to do with you. It is likely that the person being unkind to you is feeling really sad, angry or overwhelmed by something you don't know about or can't see – they may need help too. 	<ul style="list-style-type: none"> This is bullying. This behaviour is unacceptable and needs to stop.
What can I do about it?	<ul style="list-style-type: none"> Enjoy it! 	<ul style="list-style-type: none"> Have you read the situation properly? Let the person upsetting you know they are upsetting you so they can stop. If that doesn't work, you may need space away from the person you have fallen out with. When you feel calmer you could try making friends again. If you feel you cannot solve this problem yourself or someone hurts you physically, you must speak to an adult. 	<ul style="list-style-type: none"> These situations can be upsetting because you can feel like there is nothing you can do but that's not true. Try to get some space away from this person so they can't keep upsetting you. You must find an adult to tell them what has happened – they can make sure you're safe and help fix what has happened. It's important that you tell an adult so you can feel safe but the person who is being mean to you may also need help. 	<ul style="list-style-type: none"> These situations can be really upsetting because you can feel like there is nothing you can do about it but that's not true. If you ever feel like this, you must speak to an adult who will make sure this stops. Hopefully the bullying will stop immediately but, in some cases, this can take some time. You must keep on speaking to adults in school and at home and if you keep doing this, it will eventually stop.

Promoting Positive Relationships & Behaviour



Our Shared Vision:



Calm and happy

We want our school to be a calm space, where children can regulate their emotions



Everyone gets the help they need

An equitable place where everyone's needs are understood and support is available for anyone who needs it.



Doing and saying the right thing

A connected place where there is a sense of community between pupils, families and staff.



Friendly and kind

A place where everyone is respected, respectful and responsible



Feeling safe

A place where people feel happy and safe.























Learn and grow

A place where pupils are engaged in their learning and motivated to give their best; to persevere, build their resilience and achieve.




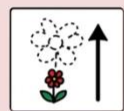

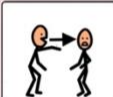
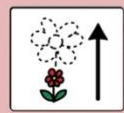













CPS Anti-social Behaviour Interventions:

Amber Level Anti-social Behaviours		Class Teacher and PSA Staged Support Interventions	
 <p>Leaving class without permission</p>	 <p>Stealing</p>		<p>Reminder</p> <ul style="list-style-type: none"> Respond positively in the first instance – quiet word, polite request, catch others being good, thanking children for demonstrating appropriate behaviour. Attempt to redirect pupil – use humour, provide a task or responsibility or offer a choice.
 <p>Not listening or following instructions</p>	 <p>Being unkind/disrespectful to others</p>		
 <p>Name-calling</p>	 <p>Rough Games</p>		
 <p>Shouting</p>	 <p>Deliberate unwanted contact with others</p>		
 <p>Swearing</p>	 <p>Not being respectful to property</p>		
 <p>Talking out of turn/over others</p>	 <p>Refusing to engage with learning</p>		
 <p>Disrupting the class</p>	 <p>Telling on others (to get them in trouble)</p>		
 <p>Running in the class/corridors</p>	 <p>Being untruthful</p>		

Continued anti-social behaviour will result in SLT Intervention – see “Red Level Anti-social Behaviour”



CPS Anti-social Behaviour Interventions:

Red Level Anti-social Behaviours	Senior Leadership Team Staged Support Intervention
 <p>Physical assault (fighting, hitting, pushing, pinning someone down)</p>	<p style="text-align: center;"><u>Level 1 Support Intervention</u></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">   </div> <div style="width: 50%;"> <ul style="list-style-type: none"> • Grow Chat <ul style="list-style-type: none"> - restorative conversation linked to school values and lifelong, life-wide success. - provide opportunity to change behaviour, specific target in a measurable timeframe. - include reparations where necessary (e.g. apologies; spoken or written- if genuine) • Unfinished work completed during break times or sent home for completion. </div> </div>
 <p>Bullying (deliberately making fun of how someone looks; emotional or mental abuse; body shaming)</p>	<p style="text-align: center;"><u>Level 2 Support Intervention</u></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">    </div> <div style="width: 50%;"> <ul style="list-style-type: none"> • Grow Chat during break <ul style="list-style-type: none"> - further restorative conversation linked to school values and lifelong, life-wide success with SLT during a breaktime. • Tasks to be completed: e.g. having to write about the school values or repeated expectations. </div> </div>
 <p>Discrimination (abuse involving the protected characteristics)</p>	<p style="text-align: center;"><u>Level 3 Support Intervention</u></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">      </div> <div style="width: 50%;"> <p>May result in:</p> <ul style="list-style-type: none"> • loss of break time for a set period; partially/completely if supervision is required. • short-term target setting to be agreed with pupil. • tasks to be completed: e.g. having to write about the school values or repeated instructions. • formal note of concern to parents • parents may also be called into the school to support pupil to modify their behaviour choices. </div> </div>
 <p>Threatening behaviours</p>	
 <p>Verbal abuse - swearing directed at others/teacher</p>	
 <p>Deliberate setting off of the Fire alarm</p>	
 <p>Deliberate damage to personal or school property</p>	
 <p>Not respecting others' privacy at the toilets</p>	

In the case of a serious incident, formal exclusion will be considered to allow for risk assessment and support/safety planning

Antibullying Flowchart - Primary Sector

REPORT
Rigour in reporting, providing feedback and data analysis.

SUPPORT
Agree supports/ steps to address with young person + parent/carer.

CHALLENGE
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

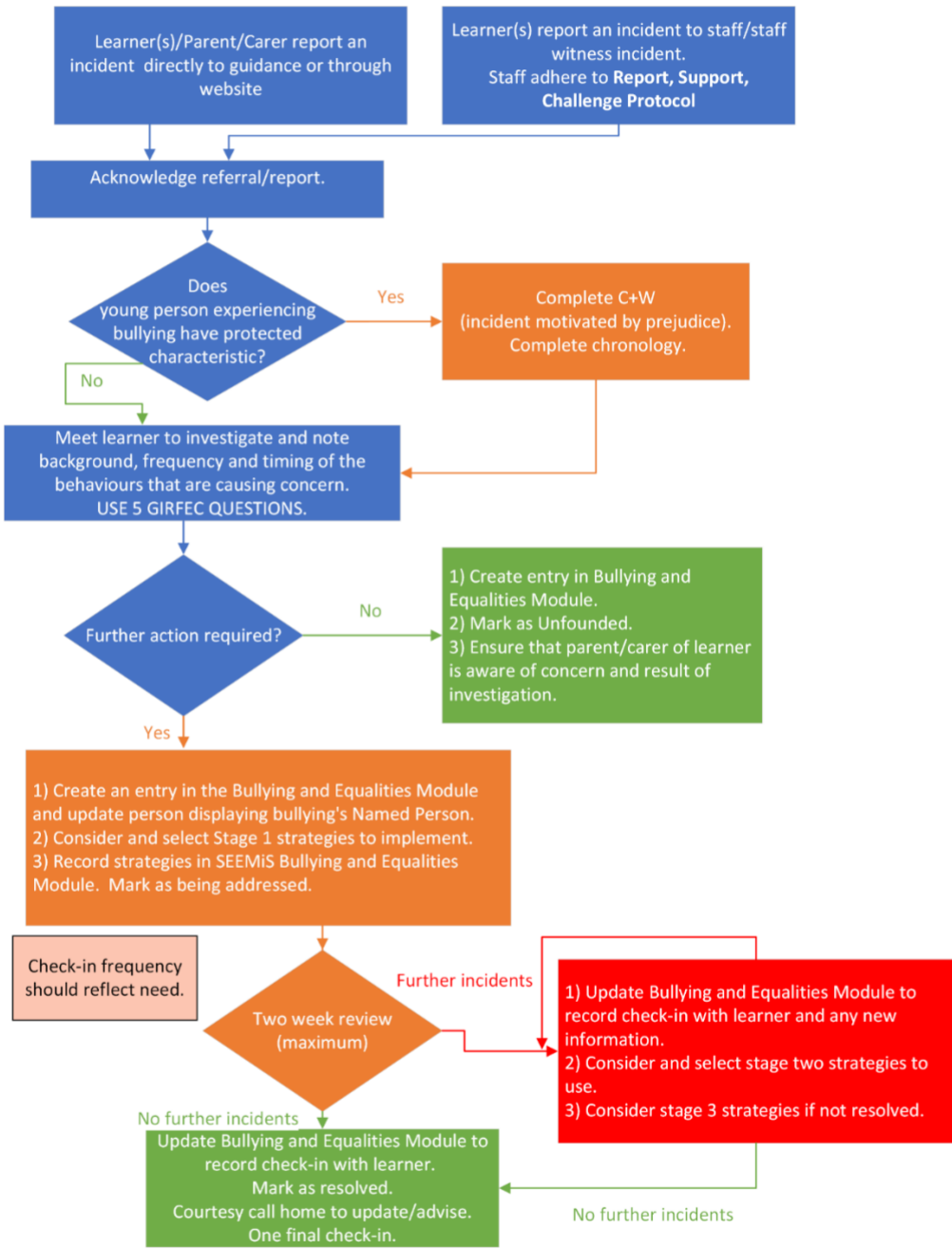
Targeted interventions whilst considering how to give the learner back a sense of control.

- 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'.



4 Steps To Prevent Bullying

1



- Recognise baiting behaviour – don't fall for it. You win when 'bullies' don't get the reactions they are looking for.
- Recognise predictable behaviour – If you know someone becomes abusive and shows bullying behaviours when they become upset, avoid them or find ways to move away from them before they can be abusive to you.

2



- Stay cool and always speak to an adult when you feel you are being bullied.
- Do this before you respond in an emotionally weak or aggressive way.

3



- Retaliating by 'hitting back' or using abusive language will almost certainly make things worse.
- Only hit back if you cannot get away and you have no other options to keep yourself safe – in these circumstances, this is self-defence.
- If you have to defend yourself this way, only do this until you can get away to safety.

4



- Understand why people show bullying behaviours
- These people are ultimately unhappy about aspects of themselves, their lives or are simply jealous of you.
- They are not people you should be scared of.
- Getting help from an adult keeps you safe and gets help for the person trying to bully you.

Where To Get Help

If you ever have questions, worries, or suggestions – please talk to us. We're here to help make Cowdenbeath PS a safe and welcoming place for every child.

Together, we build kindness. Together, we stop bullying.

01383 602 449

Visit our school website using this QR code:



A full version of our Promoting Positive Relationships and Anti-bullying policies can be accessed from our school website.

For further advice, use the QR code opposite to visit the Respect Me website:



Let's Tackle Bullying, Together!

Learning, Nurturing and Achieving Together



What Is 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"

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

Bullying is never okay – and we all have a role in preventing it.

Where Do Bullying Behaviours Come From?

Bullying behaviours can happen when children:

- **Are modelling learned behaviour**
Children often copy what they see at home, in school, within their communities, online, or in media. Exposure to aggression, shouting, conflict or put-downs can lead them to repeat those patterns.
- **Feel insecure or lack control**
Children who feel powerless may try to gain control by dominating others. This can be a way of coping with low self-esteem, anxiety, or past trauma.
- **Struggle with social or emotional skills**
Some children may not yet understand empathy, boundaries, or how to manage frustration – especially if they haven't been taught positive ways to resolve conflict.
- **Are seeking attention or acceptance**
A child may act out to impress peers, fit in with a group, or get attention from adults – even if it's negative.
- **Are under stress**
Situations like family breakdown, bereavement, or moving schools can cause children to behave in ways they normally wouldn't.

Bullying is complicated and schools will always be more successful tackling bullying with the support of their community giving consistent messages about managing conflicts in positive ways that reduce the likelihood of escalation

Preventing Bullying

🏠 What We Do at Cowdenbeath PS:

- Foster a respectful and inclusive school culture based on the golden rule: treat others the way you would like to be treated
- Deliver anti-bullying education through Health & Wellbeing and RME
- Celebrate diversity and equality through curriculum activities
- Monitor play and social times to spot concerns early
- Train staff to recognise and challenge bullying behaviour
- Promote pupil voice and leadership

Prevention is at the heart of what we do, however, no strategy is perfect and there will be times where bullying behaviours unfortunately can't be prevented.

How We Respond to Bullying

👂 Our Response Includes:

- Listening carefully to the child's experience
- Taking all reports seriously
- Investigating known incidents promptly and fairly
- Supporting all pupils involved (person experiencing, the person displaying and bystanders)
- Following up to ensure bullying doesn't continue

Every action is guided by kindness, dignity, and fairness.

For more detailed information on the staged intervention approaches we take to manage and support pupils experiencing and displaying bullying behaviours, please see the school policy.

Reporting Suspected Bullying

If any pupils is concerned about bullying, it's essential to speak to someone who can help.

🗨️ How to Report:

- Speak to a trusted adult (teacher, PSA, school office)
- Ask a parent/carer to contact the school

No concern is too small. It's always okay to ask for help.

- We endeavour to treat all concerns with sensitivity and confidentiality.

Diversity, Discrimination and the Law

🌍 We Celebrate Differences:

Discrimination and bullying can happen because of:

- Race
- Religion or belief
- Disability
- Gender or gender identity
- Sexual orientation
- Age

These are called **Protected Characteristics** under the Equality Act (2010).

We endeavour to teach pupils to understand, respect, and celebrate what makes us all unique.

Working Together – Families & School

👨‍👩‍👧 How Families Can Help:

- Talk openly with your child about their day and friendships
- Encourage kindness and standing up for others
- Discourage promoting aggression as a means to solve conflicts
- Model respectful relationships at home
- Report concerns early to the school
- Support the school's approach to promoting positive relationships and anti-bullying

Together we can:

- Recognise signs of bullying early
- Create consistent messages between school and home
- Build a culture of inclusion and compassion

Linking to the UNCRC (United Nations Convention on the Rights of the Child)

📖 Relevant Rights Include:

- Article 2: Non-discrimination
- Article 12: Right to be heard
- Article 13: Sharing thoughts freely
- Article 19: Protection from all forms of violence
- Article 28: Access to education
- Article 29: Goals of education (including respect, peace, and understanding)

Our anti-bullying work is rooted in upholding and promoting every child's rights.

For more information on the UNCRC, please use the QR code opposite.



**Information for Families:
The School’s Response to Bullying Behaviours**



In addition to class and school activities in health and wellbeing lessons about positive and negative relationships, school values and bullying, the school uses a variety of approaches to resolve and prevent issues around bullying.

What?	Who?
<p>Restorative approaches In the initial stages of any concerns around bullying we will speak with the children involved and use restorative discussions for all involved to better understand how the bullying behaviour impacts on both recipient and perpetrator. Wherever possible we will seek to identify any causes and plan around this to prevent future occurrences. Where necessary, appropriate sanctions will be used.</p>	<p>Pupil Displaying & Pupil Experiencing</p>
<p>Linking with families If required due to severity or where bullying behaviour persists, concerns will usually be shared with families and support from them will be sought to prevent any future reoccurrence.</p>	<p>Pupil Displaying & Pupil Experiencing</p>
<p>Coaching These discussions focus on identifying new ways to manage emotions or solve problems that don’t result in bullying behaviours. These can result in safety plans, action plans and risk assessments.</p>	<p>Pupil Displaying & Pupil Experiencing</p>
<p>Safety plans, action plans and risk management plans These are specific plans tailored to individuals that identify expectations and targets to better regulate emotions and behaviour or identify a course of action to reduce risk. These are often informed in consultation with other relevant services such as the educational psychologist and pupil support services. Resources such as the Fife de-escalation and resilience packs can be used to support this planning and risk management.</p>	<p>Pupil Displaying & Pupil Experiencing</p>
<p>Target-setting and tracking through record sheets and diaries Pupils’ behaviours can be assessed and progress towards positive targets recorded through a variety of formats that are usually shared with the family.</p>	<p>Pupil Displaying</p>
<p>Increased supervision and tracking of incidents Known issues and concerns are recorded daily in in logs that that all relevant school staff has access to. This is useful in identifying persistent issues around bullying over time as well as monitoring improvements and escalations. It is not unusual to see increases in activity recorded in these logs when supervision is increased. This information can be shared with other relevant services where necessary.</p>	<p>Pupil Displaying & Pupil Experiencing</p>
<p>Separation and segregation Children with persistent issues around bullying will be kept separate from relevant children <i>as much as possible</i>. Where necessary, for pupil safety, this may also require a pupil to be withdrawn from class to work somewhere else away from key children, and with increased supervision and adult support.</p>	<p>Pupil Displaying & Pupil Experiencing</p>
<p>Reduced Timetable If earlier interventions are having little impact, and under guidance from the educational psychologist, a pupil demonstrating bullying behaviours may have part of their school timetable reduced for short periods of time, to break cycles of behaviour or if there are key times that pupils consistently demonstrate that they can’t cope and are likely to endanger themselves or others.</p>	<p>Pupil Displaying</p>
<p>Exclusion In extreme circumstance, when a child is causing significant and unmanageable disruption to learning or is presenting a persistent danger to themselves or others after all other interventions have been unsuccessful, they may be excluded. This should be avoided wherever possible, and alternatives sought and should only be used to allow the school to prepare a new plan of support to prevent further occurrence. Exclusion should not be used as a punishment.</p>	<p>Pupil Displaying</p>
<p>Partnership working The school will work with all relevant services to ensure that the pupil demonstrating bullying behaviours has the best possible and most appropriate support. This may include advice, additional support planning, home visits, wellbeing meetings, assessments, increased human resource through additional support from adults or even a specialist placement at a Pupil Support Services class following a successful application and after all other alternatives have been exhausted.</p>	<p>Pupil Displaying</p>

The importance of working together to stop bullying

Most families understand that there is an unseen and unknown cause to why a child shows bullying behaviours but a common response that schools will hear from families of children experiencing bullying behaviours is something along the lines of "I don't care about what is going on with other children, I care about my child and what is happening to them!"

We understand that what the family usually means, is that there is no excuse for their child to be bullied and that they want it to stop immediately. We agree however, we would argue that to genuinely try to stop these behaviours, we also need to care and understand why someone shows the bullying behaviour in the first place; not to *excuse* the behaviour but to better understand it, to address the root cause and ultimately prevent it.

We would never want to disclose sensitive information about other children so can never go into details involving specific children, but it is still important to understand what the potential causes of someone's behaviour might be. Understanding probable root causes has a couple of significant benefits:

- It allows us (and your child) to see the person displaying bullying behaviours from a position of empathy instead of fear or frustration.
- This is particularly useful for the children experiencing bullying behaviours as it makes the ‘bully’ more human and less scary to them. By reframing the power dynamic and who the ‘victims’ are, this takes away some of the power the ‘bully’ might have.
- When the families of children who are being targeted empathise in this way, they can better respond to their own child’s emotional needs. Seeing your child upset at being the target of bullying behaviours is understandably upsetting and scary for adults too, but even with the best will, these emotions leak out and we can often, inadvertently, reinforce our child’s sense of helplessness, anxiety, fear and worry. By reframing the bullying behaviour in terms of the bully being someone who is deeply unhappy and not as fortunate as them, this can often empower the potential target to feel more resilient and in control. This can also help prevent the would-be victim internalising the ‘bully’s’ behaviour as something that is wrong with them.
- It allows all involved to understand that issues around bullying behaviour are far more complex than a child simply being mean to others. This is the first step to recognising that there is often not a quick solution to stopping bullying behaviours and that all involved need to work together and be consistent. Bullying behaviours frequently persist when children are given different advice from home and from school.

To illustrate, if a child has a **hidden disability** that affects their ability to regulate their emotions or they have a home background where they are exposed to things like: **domestic violence; physical and emotional abuse; neglect; poor nurture and attachment; drugs and alcohol abuse**, or worse still, a combination of these (sadly, they almost always overlap), how might this impact emotionally on the child?

These are all things that they have no control over that will massively erode their sense of self-confidence, self-esteem and self-value. They are likely to experience high levels of toxic stress, anxiety, anger, sadness and despair. Worse still, they will feel completely powerless. This of course, is why they often resort to bullying behaviours. Having no control over what is happening in their lives leads them to wanting to have power and control over others. For a very short time, their bullying behaviours give them the false sense of being ‘in control’ and that someone is ‘feeling worse than they are’ (again, **this does not excuse their behaviour**). What’s more, their bullying behaviours often lead to sanctions and punishments at school and at home, which further compound their own misery and feelings of helplessness. Engaging in bullying behaviours is frequently a self-destructive cycle that ultimately makes the ‘bully’ even more miserable and more likely to continue engaging in bullying behaviours.



Appendix 6 (continued) – Information for Families: The School’s Response to Bullying Behaviours

How do we break this cycle?

If we truly want to break this cycle of behaviour for the victims of bullying, we must find a way to disrupt the cycle of behaviour for the perpetrator. We cannot achieve this through simply making the bully feel worse and worse as it is usually these emotions that are at the root of their behaviour to begin with. Likewise, a common suggestion raised by the families of children being bullied is to simply exclude or expel the pupil who is engaging in the bullying behaviours. Even if a school could freely exclude children, we could only do this for a short period of time where they may have to spend even more time at the source of their emotional trauma so that when they return, they are even more likely to increase their bullying behaviours. We will of course take appropriate sanctions as necessary and in accordance with all relevant guidelines and policy, to improve the safety of all learners but these alone, can only work at a superficial level in the short-term.





When we are aware of a child engaging in bullying behaviours, the school will be doing a lot to address the issue that other children and families are not aware of. For example: discussions with the family, safety planning, target-setting, child planning, as well as collaborations with other services such as educational psychology, family support services, healthcare, social work and pupil support services. All children are entitled to their privacy so the school will not disclose this information to other children or families. When we consider the complexity of the root causes of bullying behaviours, it is also not surprising that it can take a long time to resolve issues which again, can be frustrating to children and families. This unfortunately often leads to perceptions of schools not acting, which is never the case.

“So, my child should just put up with bullying behaviours?”

No, absolutely not. We don’t say all of the above to suggest for a minute that the child experiencing bullying behaviours just has to put up with it. In the explanation above, we are only seeking to illustrate the complexity of the issues so that we don’t fall into the trap of believing there is a simple solution to a complex problem – if there was, there would be no such thing as bullying.

However, we are also mindful that we also don’t want to convey a message that it is only the child showing bullying behaviours that requires support. We are all aware of the potential lasting impact that bullying can have on people’s lives, and it is essential that children who are targeted in this way receive adequate support. In school we can do several things to ensure these children feel supported including: safety planning, restorative approaches, coaching, nurture activities, as well as involving other services such as educational psychology, CAMHS and family support services for example.

However, the most effective way to support these children is for the school and home to give the same consistent messages. That is why we have spent considerable time creating resources for children and families. We have tried to distil all of this information down to 4 key principles outlined below. We want our whole school community to have a shared understanding about the causes of bullying and the steps that can be taken to manage and prevent it.

1		<ul style="list-style-type: none"> Recognise baiting behaviour – don’t fall for it. You <i>win</i> when ‘bullies’ don’t get the reactions they are looking for.
2		<ul style="list-style-type: none"> Act cool and calm, even if you don’t feel it. Children showing bullying behaviours are looking for an emotional response. Don’t give them one! Always speak to an adult when you feel you are being bullied. Do this before responding in an emotionally weak or aggressive way.
3		<ul style="list-style-type: none"> Understand that ‘hitting back’ plays into the ‘bully’s’ hands. Only hit back if you cannot get away and you have no other options to keep yourself safe. Once you <i>can</i> get away, go to a safe place where someone can help you immediately; don’t stay and fight!
4		<ul style="list-style-type: none"> Understand why people show bullying behaviours. ‘Bullies’ are ultimately unhappy about aspects of themselves, their lives or are simply jealous of you. They are not people you should be scared of. Getting help from an adult keeps you safe and gets help for the person trying to bully you.

Understanding and Dealing with Bullying Behaviours

Advice for Families on Supporting Discussions with Children



This document is designed to be shared with families to help them talk to their child about bullying. It outlines the advice that has been given to your child in school. We know that when children are given consistent messages from home and in school, that this leads to the best outcomes for children. Please get in touch if you would like to discuss any aspects of this document.

Advice for Pupils

You have the power!

When people are being unkind, mean or bullying, it can be scary. Your teachers and other adults in your life will help to stop this happening. Unfortunately, when people treat you this way, it can make you feel anxious and worried, and you may start to think that there is nothing that can be done about it and that you have no control. It's important that the adults around you help you to **realise your power**, so that when you encounter people in your life who show bullying behaviours, that you can be **resilient** and understand why they are perhaps behaving this way. More importantly, you will understand that their behaviour probably has nothing to do with who you are and that you do not need to be worried about them.



What is Bullying?

You can use the "Is this bullying" tool to help you recognise bullying and bullying behaviours. Bullying is about an imbalance of power. Bullies will say and do things that make their targets react in an emotionally **weak** or **aggressive** way. This gives them a sense of power or control over others. Psychologists call this "**Dominance Behaviour**". The person showing bullying behaviours wants their intended target to feel out of control of their emotions because of something that they have said or done. People behaving this way, **only have the power we give them** though. Brook Gibbs describes this in a short YouTube video that you can access by [clicking here](#).



Why do people show bullying behaviours?

Understanding why people behave in unkind ways may help to make the situation less scary for you. For example, in almost all cases, the person bullying you is often really unhappy or angry about an aspect of their life that they have no control over. They may not even like themselves very much and may be jealous of you and how they perceive your life to be like. Unfortunately, for some people when they feel like this, the only way they can feel better is to make someone else feel worse than them. This gives them the control they need and makes them feel better about themselves – but only for a short while; in the long-term it often destroys their own sense of self-worth and their ability to make and sustain friendships. In many ways the person showing bullying behaviours, is simply trying to escape their own feelings of pain and despair. This behaviour can become a habit that can be difficult for them to stop if not given the right support.



Take the power back!

You will probably never know why someone is being mean to you but a helpful way to think about it is to think of an iceberg. One of the most well-known features of an iceberg is that the majority of it is below the surface; unseen, with only a tiny fraction of it visible above the water. This is true for people too.

There are parts of a person's personality that we can see, but most of what is going on inside them, emotionally, is hidden from us. When we see a 'bully' for example, we only see the mean things they say and do that upset us. Focusing on and worrying about these behaviours is what makes us feel scared and anxious. This makes us react in emotionally weak or aggressive ways. Unfortunately, this is exactly what the person trying to bully you wants you to do as it makes them feel powerful and in control.

Instead of just thinking about these aspects of the person, try to consider the parts of the person's life that we cannot see. The things that might be the root cause behind some of their bullying behaviours; after all, **happy people don't look to upset others**. When we are able to do this, the bully becomes more human and less scary to us. It gives us an explanation as to why they are behaving the way they are. It also reminds us that their behaviour has nothing to do with who we are.

Take a look at the iceberg diagram opposite. Maybe the person being unkind to you is secretly dealing with one or more of all these problems and is, understandably, overwhelmed. For the person being unkind to you, focusing on controlling and having dominance over others is an escape from thinking about these things and feeling the associated horrible emotions.

It is important that you remember that **a person's circumstances might explain the behaviour, but it does not excuse it**. You deserve to be treated fairly and with respect by everyone regardless of what is happening in their lives.



Useful Links



respectme Resources:

- [Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People](#)
- [Scotland's Anti-bullying Service](#)
- [respectme Resource Library](#)
- [Bullying... A Guide for Parents and Carers](#)
- [Bullying. A Guide for Parents and Carers](#)



Education Scotland Resources:

- [A Summary of Anti-bullying Resources](#)
- [Approaches to Recording and Monitoring Incidents of Bullying in Schools](#)
- [Experiencing Bullying Behaviour: Advice for Families - Education Scotland Parent Zone](#)
- [Mentors in Violence Prevention](#)



Other Resources

- [Mentors in Violence Prevention in Scottish Schools – Glow Blog](#)
- [CEOP Education – National Crime Agency's Online Safety Education Resource](#)

