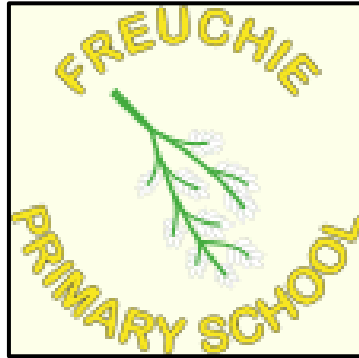


# Freuchie Primary School and Nursery



## Anti-bullying Policy

(April 2025)

**Updated March 2024**



Review Date – May 2026 (annually)

## Introduction

### Bullying is defined as: -

*"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."*

**Respectme, 2015**

This policy has been designed with our Freuchie community in mind and applies to all children from 3-18 who work in and with our school. The policy reflects the Scottish Government guidance; "Respect For All: The National Approach to Anti-Bullying for Scotland's Children and Young People." (2017), and the national guidance relating to the recording and monitoring of bullying incidents, and links directly with how we ensure the care and welfare of our young people. It links closely with the Fife Council Anti-bullying Policy which can be accessed by clicking this link [Fife Council Anti-bullying policy January 2024](#).

At Freuchie Primary School we provide a safe, secure and motivating environment where learners flourish in an ethos of kindness, respect and ambition. This policy supports our vision, values and aims. We have high expectations that all staff, pupils and parents will do all they can to ensure our vision of **Being Well, Doing Well and Treating Others Well** is practiced to enable our children to learn in an environment of **kindness, ambition, respect** and **resilience**.

In creating this policy, we (staff, pupils, parents) understand the importance of and are fully committed to equality, diversity and inclusion. We recognise the need and responsibility to ensure the safety and protection of children who may be vulnerable to prejudice based bullying as a result of a real or perceived difference affecting them or any member of their family. We recognise the importance of the protected characteristics identified in the Equality Act 2010 which are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Although the full list does not apply to children of nursery/primary age, (only 7 of these characteristics may apply in schools) age, marriage and civil partnerships are also considered to be relevant as children may be subject to bullying as a result of these characteristics applying to their parents, carers, or other family members.

In addressing the issue of bullying we recognise that children and young people will naturally fall in and out of friendships in the course of growing up. Such difficulties, disagreements or conflicts might be relatively minor and short-lived, but at other times may lead to serious conflict requiring direct intervention to ensure resolution. At whatever level such conflict occurs it is important to distinguish it from bullying, and to ensure that children and their parents and carers understand this distinction. It should also be recognised of course that unresolved conflict might, in time, lead to bullying.

We believe 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 very real risks which we know are associated with children and young people being bullied. It can also create confusion around the nature of response or intervention which is required to get the best outcomes for children. Bullying is a mixture of behaviours and impacts, and adult intervention should be guided by the impact on a child or young person.

We have ensured that our anti-bullying policy reflects the needs of the children, young people and families within our community. The approach of staff when addressing instances of bullying will at all times take account of the child or young person's past experiences, additional support needs the child or young person may have and the behaviours exhibited by those experiencing bullying behaviour and/or those displaying bullying behaviour. We will consider the GIRFEC wellbeing indicators when planning the support provided for children who experience instances of bullying or children who exhibit bullying behaviours.

## Policy Statement

Freuchie Primary School and Nursery is committed to providing a safe, supportive environment for all young people in its care. We have high expectations of behaviour, at all times because *"Every pupil has a right to work and learn in an atmosphere that is free from victimisation and fear."* Respect Me, Scotland's Anti-Bullying Service. (See the school Relationships, Positive Behaviour and Wellbeing policy [here](#)).

*"Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them."* (The United Nations Convention on the Rights of the Child, Article 19)

We are committed to this ethos and seek to ensure, as far is reasonably practical, the prevention of all forms of bullying. In addressing the issue of bullying we recognise that children and young people will naturally fall in and out of friendships in the course of growing up. Such difficulties, disagreements or conflicts might be relatively minor and short-lived, but at other times may lead to serious conflict requiring direct intervention to ensure resolution.

***We expect anyone who knows that bullying behaviour is happening to tell a member of staff or a trusted adult with staff following the school system as detailed below.***

**The Single Point of Contact (SPoC) for bullying is the Headteacher, Holly Kirkhope.**

**At Freuchie Primary School we will: -**

- reduce, prevent and respond effectively to all forms of bullying and ensure that children do not bully others because they understand the harm, which it causes.
- improve social behaviour through an effective positive behaviour and relationships strategy and curriculum which actively involves children, parents/carers and staff in positive approaches;
- ensure, through training (at least once per year), that the underlying values of the school of Kindness, Respect, Ambition and Resilience are understood and implemented by all;
- ensure that the underlying values of Fife Council (Compassion, Ambition, Respect and Equity) are understood and implemented by all stakeholders;
- ensure that there are effective methods for monitoring, evaluating and reporting bullying incidents and the effectiveness of this policy, including any effects on minority or protected characteristic groups;
- maintain, evaluate and communicate our policy with all stakeholders and ensure easy access to it via our website;

## Curriculum

Our Health and Wellbeing curriculum is linked to the GIRFEC wellbeing indicators of **Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included**, (SHANARRI) and links directly with and supports this policy. The curriculum links with our school values and is taught in formal lessons and through activities such as circle time and assembly.

This area of the curriculum is taught each and every day through the interactions that we have with our children whether this be in the classroom, playground or when we are learning away from school. A specific focus on bullying and relationships is included annually.

## How do we Deal with Bullying?

We build relationships every day through everything we do (see our relationships policy [here](#)). Our policy emphasises a restorative rather than 'blame finding' approach in line with Article 12 of the UNCRC (1989) – *“Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.”* This is an approach that helps children to understand their behaviour without condoning or tolerating inappropriate behaviour. It includes restorative conversations, whereby pupils can reflect on the impact of their behaviour. Restorative practice aims to create a harmonious learning environment where pupils are able to self-regulate their own behaviour therefore enable learning. This approach focuses on problem solving instead of punishment, where pupils engage with staff or each other, to figure out the reasons for behaviours. It places more responsibility on pupils themselves to resolve the effects of wrong-doing thus building a stronger sense of community in the school. In doing this, pupils become more skilled in solving their own problems. (See appendix C for an example of a restorative conversation.)

There are 4 key features of restorative approaches:

- **Respect:** for everyone by listening to other opinions and learning to value them.
- **Responsibility:** taking responsibility for your own actions.
- **Repair:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
- **Re-integration:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

When a large group of children and adults work together it is realistic that there may be difficulties with relationships from time to time. Children work well when there is a recognised framework where they know the limits to what is acceptable within that framework. The majority of pupils in Freuchie Primary School come to school ready to enjoy learning but for those who disrupt lessons or play. We use our Relationships, Positive Behaviour and Wellbeing policy to reinforce positive behaviour whilst rejecting unacceptable behaviour. We do this by:

- Recognising that everyone has a part to play and that each individual is of value
- Developing each person's self-esteem through support, encouragement and celebration of good effort
- Listening to the views and opinions of others – respecting and valuing them
- Responding in a polite, thoughtful way to one another
- Teaching children the skills of self-regulation so that they can independently manage

their behaviour and make positive choices

To support our children to develop and sustain good relationships and prevent bullying we use the following approaches: -

- Anti-bullying assemblies
- Participation in anti-bullying week/competitions/events
- Learning around internet/device safety, social media and cyber bullying
- Celebrating and focusing on positive behaviour
- Health and Wellbeing curriculum including anti-bullying lessons
- Circle Time
- Leadership Opportunities
- Resilient Kids pack
- Peer Mediation
- Playground Leaders
- Kitbag
- P7/P1 Buddies
- Friendship Groups
- Participation in mental health week

### Action

If a child's bullying behaviours are unacceptable and impacting on their own or other's learning, wellbeing and safety, they need to understand the process to support a change in their behaviour and the consequences that their behaviours may have on themselves and others. Any incident of bullying will be dealt with and investigated by the most appropriate staff member which could be the class teacher, a Pupil Support Assistant, the Support for Learning teacher or the Headteacher (SPoC). **The Single Point of Contact in our school is the Headteacher, Holly Kirkhope.** She is responsible for ensuring that the school anti-bullying policy is up-to-date and ensures that anti-bullying training provided by the Directorate is undertaken annually by school staff. The SPoC will always have some involvement if bullying has taken place.

When bullying is reported to an adult in school, the following will happen: -

1. A member of staff will speak to everyone involved (including witnesses), using restorative language to understand key events and establish whether there is a pattern of bullying or whether it has been a one-off event. (We will ensure the wellbeing of both parties before proceeding with any investigation.) This will be noted on Appendix B.
2. The pupils involved may be asked to write down any information they have about an incident and how this has impacted on them
3. A restorative conversation will take place
4. Parents/carers of both parties will be contacted if bullying is established, and/or if the incident that took place does not meet our expectations around behaviour and relationships. A meeting will take place in person or via phone to address the issue and set school expectations for moving forward.
5. If the bullying/behaviours continue, a further meeting will be called and *next steps* discussed with parents and other members of the school team such as our Support for Learning teacher, our Educational Psychologist etc.

6. All details of the bullying/incident including who was involved will be logged and the reviewed in the Bullying and Equalities app contained in SEEMIS

When we get to the '*next steps*' stage we will work with parents, staff, our support for learning team, our link educational psychologist and other outside agencies (as appropriate) to get the correct support, guidance and package in place. Your child will also be involved to ensure their views are taken in to account.

## **Staff Responsibilities –**

Adults will ensure they:

- are conversant with the Freuchie Primary School anti-bullying policy, and contribute to its review and development;
- are empathetic to the children they work with, ensuring their wellbeing when exploring any bullying related issues;
- include teaching and learning activities about bullying throughout the school year alongside regular opportunities to check in and explore relationships including when they go wrong;
- fully understand and follow procedures for recording, managing and monitoring bullying incidents, and supporting and managing children who have bullied or been bullied;
- share relevant information concerning individual children and incidents of bullying with the child's Named Person/SPoC or other professionals as required, to ensure children's wellbeing at all times;
- participate in training opportunities on annual basis as part of their life-long continuous professional development as part of the wider care and welfare agenda;

## **Advice for Parents to Enhance Relationships and Support the Anti-Bullying Message**

We believe that it is important that parents are involved in the reinforcement of positive relationships whilst also sharing our anti-bullying message.

Parents will be made aware of any problem with relationships/bullying when we feel that their child requires additional support from home or school. Low level incidents will be dealt with in school. The teacher or Headteacher will contact parents should a situation arise and will keep parents informed with regards to expectations within school and support that is on offer and in place.

You can help by:

- Talking and listening to your child when they have worries to share or if they want to share positive experiences. Appendix A could help guide your discussion;
- Communicating with school via their teacher or the SPoC if your child is unhappy, requires support with relationships or they seem anxious;
- Embedding our school values of kind, respect, ambition and happy when at home or in the local community;
- Revisiting learning around relationships, how to be a good friend and what to do if they feel sad about relationships or they are going wrong;
- Enabling your child to be confident in how they handle difficult situations e.g. use restorative language, walk away, seek help from an adult;

The following websites give supportive advice on in person and cyber bullying.

- <https://respectme.org.uk/>
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/#guides>
- [Family activities \(thinkuknow.co.uk\)](https://www.thinkuknow.co.uk/family-activities/)

## **Conclusion**

Bullying is not acceptable in any walk of life. It is everyone's responsibility to learn, follow advice and act responsibly if they are being bullied or are aware of bullying in our school.

# Appendix



## Appendix A

### What do I think?



I want to feel .....	What would help?
Safe 	
Healthy 	
Achieving 	
Nurtured 	
Active 	
Respected & Responsible 	
Included 	

## Appendix B

### INCIDENT REPORT (most often saved on SEEMIS rather than here)

CLASS: \_\_\_\_\_

DATE: \_\_\_\_\_

TIME: \_\_\_\_\_

Enter alleged incident in relevant categories

Verbal Bullying	
Physical Bullying	
Prejudiced Bullying eg race, religion, sexism, looked after child, social economic, disability,	
Cyber bullying	
Other	

DETAIL OF INCIDENT:

ACTION TAKEN:

If second or more, incidence referred to:

Teacher/Member of Staff \_\_\_\_\_

Date \_\_\_\_\_

## **Appendix C**

### **Example of a Restorative Conversation**

#### **Restorative Conversations**

- What happened?
- Why were your actions or words not acceptable?
- What were you thinking at the time/ What have you thought since?
- Who has been affected?
- How have they been affected?
- How did this make them feel?
- What can you do to put things right?
- What should you do differently next time?