



Anti-Bullying Policy Lawhead Primary School



Lawhead's anti-bullying policy has been developed in line with Education and Children's Services anti-bullying policy (Version 3, April 2018) and Respect For All: The National Approach to Anti-Bullying for Scotland's Children and Young People (Scottish Government, 2017).

Fife Council is committed to providing a safe, supportive environment for all young people in its educational establishments. Here at Lawhead Primary School, our values are respect, responsibility, creativity, embracing challenge and celebrating success. We understand that bullying is never acceptable and that all children have the right to learn in a safe, secure environment.

As a school we are unequivocally opposed to bullying. We recognise the damage that bullying behaviour can do to young people's lives – both those who bully and those who are bullied – in the short and long term. We are therefore committed to reducing and preventing bullying in our school, and providing appropriate support when bullying does occur. This policy sets clear expectations regarding how these goals will be achieved.

Lawhead Primary School aims to:

- Reduce, prevent and respond effectively
- Improve social behaviour through our policy which actively involves all members of the school community.
- Engage with appropriate training to ensure effective support
- Ensure there are effective methods for monitoring, evaluating, reporting and improving on the effectiveness of this policy.

In Scotland, bullying is defined as:

Bullying is both behaviour and impact; the impact is on the 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 or left out. This behaviour happens face to face and online. (respectme, 2015)

For the purposes of this policy we define bullying as behaviour, which may or may not be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life. Bullying may take many forms, including verbal, physical and social behaviour, and increasingly it may involve the use of technology, such as mobile phones or computers. It is likely to be associated with a power difference between those who bully and those who are bullied, to lead to hurt, fear and anxiety, and is often the result of a difference, perceived or real.

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 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.

Our anti-bullying policy has been developed to reflect the needs of our children, families and school community.

Anti-Bullying – The National Context:

Curriculum for Excellence in Scotland places the theme of Health and Wellbeing as a responsibility of all staff, alongside literacy and numeracy as core teaching. Curriculum for Excellence is ambitious for Scotland's young people and aspires to develop four capacities to enable them to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. To facilitate this, a safe learning environment is a pre-requisite, and attention to a robust anti-bullying policy at Lawhead is therefore paramount. Our policy aligns with the Health and Wellbeing Experiences and Outcomes promoted by Education Scotland, and with the principles of **Getting it Right for Every Child (GIRFEC)**.

The Children and Young People (Scotland) Act 2014 (CYPA) is rooted in the Getting It Right for Every Child (GIRFEC) approach and children's rights; and puts a number of key initiatives into statute, including the Named Person and the single Child's Plan. It helps ensure there is a single planning approach for children who need additional support from services, providing a single point of contact for every child; and providing a holistic understanding of wellbeing. At Lawhead Mrs Jennifer Simpson (Depute Headteacher) is the Named Person for P1-3 and Mrs Donna Bain (Headteacher) is the Named Person for all pupils in P4-7 and child's plans are in place for all learners who have additional or intensive support needs.

The CYPA also includes a legal definition of what 'wellbeing' means – so that children, parents, families and professionals (like teachers and youth workers) all have a shared understanding of when they are discussing how to support a child or young person's health and wellbeing. Wellbeing is summed up in eight words that describe different aspects of what it means when things are going well for a child or young person whether they are 'safe'; 'healthy'; 'achieving'; 'nurtured'; 'active'; 'respected'; 'responsible' and 'included' (often referred to as SHANARRI). At Lawhead the SHANARRI wellbeing indicators underpin all aspects of our planning and support for our pupils.

The Children and Young People (Scotland) Act (2014) makes clear that Getting it Right for Every Child (GIRFEC) is the national approach to improving the wellbeing of children and young people in Scotland and puts their best interests at the heart of decision making. It recognises that children and young people will have different experiences in their lives, but every child and young person has the right to

expect appropriate support from adults to allow them to grow and develop and reach their full potential.

Bullying is a breach of children's rights and at Lawhead we are committed to challenging all forms of prejudice-based bullying and language. The Equality Act 2010 identifies the following protected characteristics:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

Although only seven of these characteristics apply to school age children; age, marriage and civil partnerships are also considered relevant as children may be subject to bullying as a result of these characteristics applying to their parents, carers, or other family members. Any bullying related to these characteristics is unacceptable.

We also recognise the potential vulnerability of children in relation to the following:

- Asylum seeker or refugee status
- Body image
- Looked after status
- Social or economic status
- Young carer responsibilities
- Imprisonment of parents, siblings, or other family members

Our approach to anti-bullying is set within our wider 'Promoting Positive Relationships and Behaviour Policy' – ([LH-Promoting-Positive-Relationships-and-Behaviour-Policy-March-23.pdf](#) (glowscotland.org.uk)). Central to our overall approach to supporting 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.

Expectations and Responsibilities

All Staff:

- Are fully conversant with the school and service's anti-bullying policy, and contribute to its review and development
- Fully understand and follow procedures for recording, managing and monitoring bullying incidents
- Promptly report all bullying incidents to the senior leadership team

- Provide support and manage children who have bullied or been bullied
- Model respectful relationships and behaviour (as outlined in our Promoting Positive Behaviour and Relationships policy)
- Be alert to signs of distress or other indications of bullying
- Keep the profile of anti-bullying high, reinforcing the message that bullying is never acceptable – this will include regular age appropriate health and wellbeing lessons, participation in anti-bullying week in November, establishing a class charter and creating an inclusive classroom culture – pro-active and preventative strategies
- Promote appropriate use of mobile technology and social media

Pupils:

- Refrain from any form of bullying behaviour
- Report to a trusted adult any witnessed or suspected instances of bullying
- Demonstrate our school values of respect, responsibility, creativity, embracing challenge and celebrating success at all times

Parents/Carers:

- Inform the school of any suspected bullying, even if their child is not involved
- Co-operate with the school if their child is involved in bullying behaviour
- Advise their child to always report any bullying to a trusted adult in school
- Be supportive and reassure their child that appropriate action will be taken
- Ensure their child uses mobile technology and social media safely and respectfully

Senior Leadership Team:

- Mrs Donna Bain and Mrs Jennifer Simpson are the Single Points of Contact (SPoCs) for Lawhead Primary School. Mrs Bain or Mrs Simpson will ensure that all incidents of bullying behaviour are recorded using the Bullying and Equalities module within the school's SEEMiS system as per the directorate's guidance
- Ensure that all school staff are clear on their role in dealing with bullying incidents
- Ensure that staff participate in regular anti-bullying training and sign-post to relevant career long professional learning
- Provide support and guidance to pupils, parents/carers and staff when a bullying incident has occurred
- Engage all stakeholders in the creation and updating of the anti-bullying policy, including the school's link educational psychologist

How will the school respond to a report of suspected bullying?

Each bullying incident and the person's involved are unique – therefore our response to each situation will be different, flexible and responsive. However, when a bullying incident is reported the following process will be followed:

- Dialogue with the young person and staff to gather information in relation to the reported incident. If it is determined that the incident is peer conflict rather than a bullying incident then staff will follow the processes outlined in our 'Promoting Positive Relationships and Behaviour' policy.

- In all incidents of bullying at Lawhead Mrs Bain or Mrs Simpson will contact the parents/carers of the learners concerned to discuss the actions that will be taken to address the situation.
- In many cases a restorative approach is appropriate and will be used. A restorative approach encourages the young person involved in the bullying and/or discriminatory behaviour to take responsibility for their actions and acknowledge the effect they have had on another. It also looks at how they can alter their behaviour in the future and gives them a chance to say how they can repair the relationship and move forward.
- A more formal meeting will take place in the event of more serious incidents. This would involve parents and, in some cases, other agencies/professionals may need to be part of this process. E.g. educational psychologist. During the formal meeting actions, supports and consequences would be agreed.
- Following all bullying incidents, a review period would be agreed to monitor the situation and ensure the issue has been successfully resolved.
- All bullying incidents are formally recorded as per agreed systems and processes.

Consultation and Review of Our Anti-Bullying Policy:

Staff, pupils and parents have been consulted as part of the development of this policy.

To be updated in May 2025 and formally reviewed in May 2027

Useful Websites:

<https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>

<https://learning.nspcc.org.uk/services/speak-out-stay-safe>

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