



Anti-Bullying Policy

Leuchars Primary School and Nursery

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“Every child has the right not to be bullied.”

United Nations Convention on the Rights of the Child 1989

European Convention on Human Rights

Equality Act 2010

“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, 2024](#)

Introduction:

At Leuchars Primary School and Nursery, we promote health and wellbeing in a safe environment where everyone can Care, Achieve, Respect and Enjoy. Everyone who is involved with our school should show CARE for others. We all have a responsibility for making our school a happy and positive place in which to learn and work.

Our Relationships and Behaviour Policy outlines the ways in which we promote positive relationships. The aim of this Policy is to reduce, prevent and respond effectively to harmful relationships such as bullying, and improve relationships within our community.

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 that it is important to make a distinction between conflict and bullying, as describing all relationship difficulties as bullying is likely to devalue the term and obscure the genuine risks associated with children and young people being bullied. Our approach to anti-bullying is set within Fife’s wider relationships & behaviour strategy and alongside our school nurture strategy and trauma-informed approach. It recognises that bullying behaviour can only be fully understood within the social context within which it occurs.

What is bullying behaviour?

- Bullying is when one or more persons say or do something in a way which affects or hurts another person either mentally or physically.
- It usually happens more than once and is done on purpose but it can also be a one-off incident or be an unintended act towards the other person.
- Bullying is always damaging and can make you feel sad or isolated and frightened or worried it may happen again.
- It can affect you for a short time but can also have a major impact on a person's health and well-being.
- It can be done for a variety of reasons or no clear reasons.

This covers all forms of bullying behaviour including:

<u>Verbal</u>	Calling someone names, teasing, making verbal threats, sarcasm, spreading rumours, manipulating others;
<u>Physical</u>	Hitting, kicking, punching, pushing, spitting, or any other unwanted violence;
<u>Emotional</u>	Being unfriendly, tormenting others (for example, hiding people's belongings, threatening gestures), excluding someone from the group;
<u>Cyber</u>	All areas of internet misuse including email, WhatsApp, twitter etc., threats by mobile phone including text messaging and calls and misuse of associated technology, for example camera and video;
<u>Prejudiced</u>	Any comment or action to ridicule pupils who are perceived as different. For example, young carers, those who have additional support needs, who are disabled, who are looked after, who live in poverty, who are from travelling families or are asylum seekers.

"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 (2010) identifies characteristics which are protected by law. Children and young people can experience bullying for a variety of reasons: where they live, their sexual orientations, gender, disability, colour of skin, clothing choices or team preference. The one thing that these have in common is difference or perceived difference – some children and young people don't see or understand diversity, they still only see difference. Difference or perceived difference can be the catalyst for children and young people being bullied.

Under the Equality Act 2010 all children and young people have the right to feel safe regardless of differences or perceived differences. This is the law.

The Equality Act 2010 makes it illegal to discriminate against a person due to the following, which are known as the 'Protected Characteristics':

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

This law also makes it illegal to abuse someone who doesn't have any of these characteristics, but people may assume they have, or they associate them with someone who does; such as a friend or family member. This means that it's never acceptable to use homophobic, racist or offensive language, or make fun of anyone's disability or their personal circumstances.

Whilst material deprivation is not a protected characteristic at this time, we need to recognise the need to protect children from the stigmatising effect of living in poverty and/or deprivation, in line with the [Fairer Scotland Duty \(2021\)](#).

Leuchars Primary School is committed to implementing strategies to raise awareness of bullying behaviours and to prevent these behaviours happening in the first place.

At Leuchars Primary School and Nursery, we aim to ensure that children do not bully others, because they understand the harm it causes and choose not to 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 a school's anti-bullying policy based on this principle: involvement and ownership contribute significantly to effectiveness.

The approach of staff 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.

What are Restorative Approaches?

These approaches aim to improve behaviour and relationships in schools by moving away from a blame and retribution model of dealing with unacceptable behaviour towards one which is based on social responsibility and self-awareness. Based on a non-judgemental approach, key questions are asked to

engage the individual who has caused harm in taking responsibility for their actions and repairing the relationship with those who have been affected. You can see these key questions on p10.

When a large group of young people and adults work together in one building it is realistic to think that there may be issues that arise with relationships from time to time. Children work well when there is a recognised framework where they know that there are limits to what is acceptable within that framework. We want the children of Leuchars to enjoy learning but for those who are unable to meet our agreed Leuchars expectations, linked to our School Values and children's Rights, we have a responsibility to re-enforce positive behaviour and reject unacceptable behaviour by:

- Recognising that every child has the same rights, that we are all individual and that each individual is of value;
- Developing each person's self-esteem through support, encouragement and celebration of effort and talent;
- Listening to each other's views and opinions;
- Being respectful, inclusive, caring and honest;
- Teaching children how to regulate their emotions so they can independently manage their behaviour and make positive choices;
- Encouraging wearing of appropriate school uniform to promote a whole school identity and asking parents to support this so that all pupils are equal. We actively discourage pupils coming to school in sportswear/team colours.

A restorative approach supports the victim, 'giving them a voice', as well as listening to those who have harmed relationships or property, while working together to reach a solution. All staff at Leuchars Primary School and Nursery make use of a restorative script when dealing with situations between pupils. The script is the same across the school and nursery, and allows children to speak about incidents calmly, to get their voice heard, to support resolution of the incident.

We feel it is important to recognise that youngsters with specific additional needs are well supported by appropriate strategies for their individual needs.

Our policy requires commitment from all staff, parents/carers and pupils.

Our Vision, Values and Aims:

At Leuchars we CARE

Care Achieve Respect Enjoy

- We create a caring and respectful community where everyone feels safe, valued and listened to and where wellbeing is at the heart of everything we do.
- We nurture every student's potential and promote resilience through challenge and enjoyment.
- We encourage children to believe in themselves, to take risks in their learning and to develop independence, self-esteem and a strong voice.

These values are integral to setting the scene and creating the ethos in which children can grow, learn and develop. We aim to provide a caring and respectful community and to do this we agree to promote positive behaviour and anti-bullying strategies and an active and healthy lifestyle for all. We see our pupils as being key to developing our policy and, over the next few months, we will seek their input at every stage of policy development. We acknowledge that this is an important topic which will require teaching input and regular review to be built into our annual programme.

ENVIRONMENT

We realise the importance of providing a stimulating environment and we actively promote the care of our school building and grounds. It is recognised that children are motivated to work and behave more positively in attractive, stimulating environments and class teachers make every effort to create a pleasant and a purposeful atmosphere in the classrooms.

PASTORAL CARE OF OUR CHILDREN

At Leuchars Primary School and Nursery we recognise the need for developing a good pastoral support system. We aim to form good working relationships with all our pupils in our care and act on information received from parents about home circumstances, which may affect the child's working day. We also enlist support of partner agencies or specialists who have an in-depth knowledge in particular areas, such as English as an Additional Language, Army Welfare, Educational Psychologists, Health professionals and 3rd sector supports from Families First, Barnardos etc.

Staff and Parents will work together to support pupils and reinforce good behaviour patterns consistently. Parents are regularly informed by a variety of methods including the weekly Newsletter, SeeSaw etc. about events which are taking place in school. Parent/teacher/pupil appointments are made to discuss pupil progress and opportunities to visit the classroom are arranged for the children to share class activities with parents.

HOW WILL WE ACHIEVE OUR AIM?

Pupils, staff and parents should take collective responsibility for promoting positive behaviour and an anti-bullying culture in school.

Pupils

- Pupils who display positive behaviour will realise that they are rewarded for this in line with our Relationships and Behaviour Policy.
- Pupils who infringe the Rights of others during lessons and break times should be aware that their actions are taken seriously and that their actions have consequences. Restorative action will be implemented in partnership with parents in line with School Values and Children's Rights.
- Pupils should report all incidents of bullying behaviour and suspected incidents that other pupils may be afraid to report.
- Pupils should support each other and seek help to ensure that everyone feels safe, and nobody feels excluded or afraid in school.
- Pupils should accept support from staff to resolve any bullying concerns.
- Pupils should be responsible digital citizens in school and beyond.
- Pupils should be positive role models for their peers, by showing others that discrimination of any kind is not okay and be pro-active in reporting any behaviours witnessed.

Staff

- Teachers and PSAs have the day-to-day responsibility for classroom organisation and promoting positive behaviour, in line with our Relationships and Behaviour Policy.
- Teachers, PSAs and Senior management will have appropriate training in anti-bullying approaches.
- In dealing with any incidents, staff will be guided by our School Values, Relationships and Behaviour Policy, children's Rights and Class Charters (which will be similar in each class and negotiated with pupils).
- School staff will treat all allegations of bullying seriously and report all incidents to a member of management/ named person who are required to ensure the children's safety.
- Senior management will follow all procedures for recording, managing and monitoring bullying incidents and supporting and managing children who have been bullied or bully.
- Bullying incidents will be recorded and monitored using the Bullying and Equalities module in SEEMIS, in line with guidance issued by the Directorate and Scottish Government.

Support Staff

This group includes: Janitors, Catering and Cleaning Staff, Administrative/Clerical Staff.

- Support staff will treat children with care and respect, showing good manners
- Support staff will work with teaching staff to support pupils in adhering to our Relationships and Behaviour Policy, children's Rights and the Class Charter.
- Support staff will report all incidents of bullying behaviours to a member of management.

Parents

- Parents should ensure support for and promote their child's health and wellbeing.
- Parents should encourage and monitor safe and responsible online behaviour.
- Parents should be familiar with our Relationships and Behaviour, Equalities and use of mobile devices Policies.
- Parents should encourage their children to see school in a positive light and praise their child when he/she receives recognition of achievement/attainment.
- Parents should support agreed restorative actions of our policy and/or visit the school so that the child, member of staff and parent can discuss together how the behaviour can improve.
- Parents should help to establish an anti-bullying culture outside of school and talk to their child about the importance of valuing people as individuals who make up our diverse society.
- Parents should speak to a member of management if their concerns are serious and ongoing.

Staff confronted with bullying should consider the following:

- What was the behaviour?
- What is the impact on the school environment, learning or health and wellbeing?
- What does the child/young person(s) want to happen?
- What do I need to do?
- Is there evidence of any prejudice-based attitudes or behaviour?

The critical issue is the impact bullying behaviour has on the school environment and/or on a child or young person's learning or health and wellbeing.

Interventions:

Teaching input is important in preventing and addressing bullying. Alongside the whole school Vision, Values and Aims, this will take the form of:

- Classroom lessons and work on kindness, building relationships and the Rights of the Child
- 'Keeping Cool in School' programme and resources delivered in classes
- 'Respect Me' programme and resources delivered through assemblies and in classes
- 'Show Racism the Red Card' resources delivered through assemblies
- Fischy Music resources used in assemblies
- 'Think Equal' resources used in Nursery

Useful supports:

[Rights Respecting Schools](#)

[UNCRC](#)

[The Equality Act 2010](#)

[Respect Me](#)

[Childline](#)

[Mentors in Violence Prevention](#)

[A summary of anti-bullying resources | Bullying | Resources | Education Scotland](#)

ACTION

When an allegation of bullying behaviour is made, we will take the following action promptly:

Step 1: On seeing or receiving an allegation of a bullying behaviour the member of staff will listen and ascertain the facts of the alleged incident and decide whether it needs to be escalated.

Step 2: The member of staff will then decide on the appropriate action:

- Interviewing/talking to pupils involved, using the 5 Key GIRFEC questions (see below)
- Restorative conversation (see below)
- Pass on information to all relevant staff for the restorative conversations to take place
- Pass on to relevant staff for more thorough investigation

Step 3: The Head Teacher or Depute Head Teacher will decide the next appropriate action:

- Interview pupils and/or staff who may have witnessed the behaviour
- Parental involvement if not reported by parent: telephone call or meeting
- Inform staff an incident has taken place
- Recording the incident on the SEEMIS Bullying and Equalities module
- Restorative meetings
- Individual, group or whole-class interventions
- Monitor situation
- Apply appropriate consequences or sanctions
- Referral for further support if required

Monitoring and Evaluation

A review of all bullying behaviour reports will be undertaken by the Head Teacher and Depute Head Teacher at the end of each term, to identify any significant trends. This will lead to appropriate action being taken if necessary.

The 5 Key GIRFEC Questions:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

The 5 Restorative Questions:

- What happened?
- What were you thinking/feeling at the time?
- What have you thought about since?
- Who has been affected by what happened and in what way?
- What needs to happen now to make things right, or move things forward?

Views of our Children

These views were gathered through...

Our children identified these behaviours as possible examples of bullying:

Our children identified ways the school can help them:

Our children identified ways to their class teacher can help them:

Our children identified ways to help themselves:

Views of our Families

These views were gathered through...

Our families identified these behaviours as possible examples of bullying:

Our families identified ways the school can help children:

Our families identified ways to their class teacher can help children:

Our families identified ways children can help themselves: