



LIMEKILNS PRIMARY SCHOOL & NURSERY



Anti-Bullying Policy August 24

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Limekilns Primary School - Anti-Bullying Policy



Click [HERE](#) to access Limekilns PS Positive Relationships and Behaviour Policy.

Fife Council Education and Children's Services Directorate, through all staff who work within it, is unequivocally opposed to bullying.

The Nationally agreed **definition of bullying** is as follows:

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)

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

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

Furthermore, we are committed to working in partnership with parents, identifying shared responsibilities in preventing bullying, ensuring the welfare of children who have been bullied, and supporting and challenging those who have bullied. It is important that the appropriate support is put in place for all children and young people involved in a bullying incident. This may be through pastoral support and could include peer support, solution-oriented approaches/restorative approaches.

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.

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The approach of staff when addressing instances of bullying will 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.

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). 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.

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](#))

In order to respond effectively to incidents as they arise, we must also address the root cause of prejudice. The Equality Act redresses/protects against prejudice by making it unlawful to discriminate against people with the following "protected characteristics":

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race
- Sex
- Religion or belief
- Sexual orientation

Whilst material deprivation, and in line with Fairer Scotland Duty (2021), is not a protected characteristic at time of writing, we need to mitigate against the stigmatising effect of living in chronic or acute material poverty and/or deprivation. We recognise that it is the right of all children to receive their education free from humiliation, oppression and abuse. In addition, every child has the right to feel safe and at Limekilns Primary School any form of bullying behaviour, as defined in this policy, will not be accepted.

At Limekilns PS we have a responsibility to create a safe, nurturing and secure environment for all pupils so that parents/carers may send their children to school with confidence they will be protected from bullying behaviours. We work together to create a happy, learning environment. We recognise that it is everyone's responsibility to prevent bullying behaviour in the first instance,



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but where required, we will manage any incidents or suspected incidents of bullying quickly and effectively which involves any child within our care.

Objectives

In adhering to this policy, we aim to meet the following objectives:

- Create a secure and happy environment free from threat, harassment and all types of bullying behaviour.
- Work through a partnership with families, staff and pupils, to raise awareness of the issue of bullying behaviour.
- Encourage, within the school community, a positive attitude towards relationships and an understanding of unacceptable behaviours.
- Identify and deal with incidents of bullying behaviour consistently and effectively. (see flowchart pg. 6)

Fife Council Education and Children's Services Directorate aims to:

- Reduce, prevent and respond effectively to bullying (see flowchart pg. 6)
- Improve social behaviour through an effective strategy which actively involves children, parents/carers and staff in positive approaches
- Ensure, through training and participation, that the underlying values of the Directorate of Compassion, Ambition, Respect and Equity (CARE) are understood and implemented by all those involved
- Ensure that there are effective methods for monitoring, evaluating and reporting on including any effects on minority or protected characteristic groups

Preventative Strategies

At Limekilns PS we embrace a range of strategies to prevent any instances of bullying behaviour in the first instance. At the beginning of each school year, pupils learn about relationships and behaviour in class. This includes understanding the difference between normal conflicts and bullying. Pupils discuss strategies to manage difficult situations, to seek solutions, to negotiate and to compromise. These are essential life skills and will help build resilience.

Understanding what bullying behaviour looks like and what to do if they or anyone else is experiencing bullying behaviour is important. We strongly encourage children to speak to a safe adult if they feel threatened, unhappy or worried.

Unacceptable behaviours towards other people
Hitting
Kicking
Saying mean things
Pushing
Spitting
Biting
Leaving them out on purpose
Whispering and laughing at them on purpose
Doing something mean then saying it was a joke

These behaviours were identified by our Children's Rights Group (April 24)



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Reactive Strategies

Whilst the priority of this policy is to prevent all types of bullying behaviour in the first instance, we will address all notified, alleged incidents or concerns around conflict or bullying behaviour which involves any child within our care. This will be done quickly and effectively using a restorative approach which allows all voices to be heard. All staff will use their knowledge of the children involved when deciding upon the most appropriate course of action to take.

Managing and Investigating Incidents (stage 1-3 strategies)

All staff take reports of bullying seriously, taking appropriate action as quickly as possible to establish what has happened. We follow Fife Council guidance to report, support and challenge (see flowchart pg. 6)

We may use some or all of the following strategies in the first instance:

- Comfort, support and reassure the victim
- Encourage empathy with the victim from the protagonist
- Make it clear that bullying behaviour is wrong and why
- Encourage children to reflect on their actions
- Plan for strategies to be used in the classroom and playground to address underlying social issues
- Log all incidences of bullying behaviour on Fife Council's Bullying and Equalities system on SEEMiS

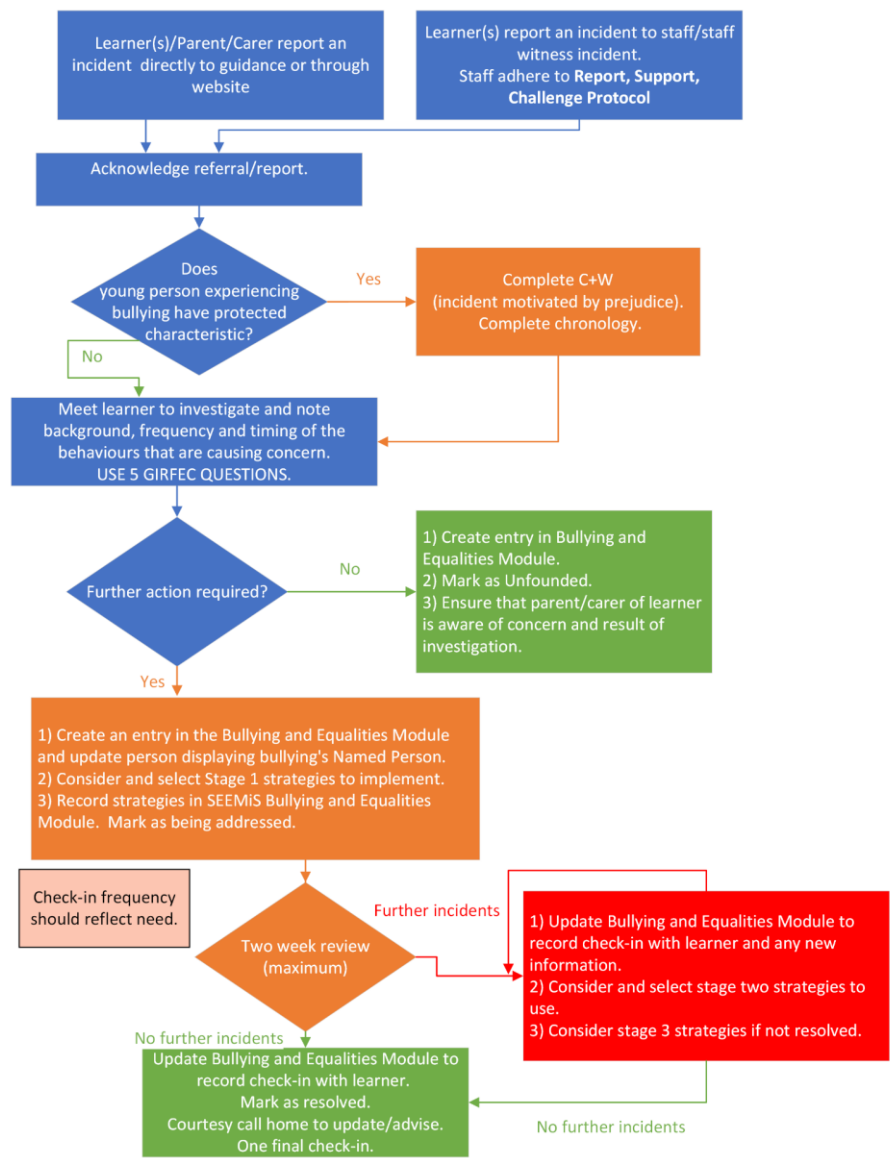
If after investigation an incident is deemed by school as bullying:

- The child who has been bullied will be supported and their views will be central to the way the bullying behaviour is dealt with.
- Involving the child experiencing the bullying behaviour in the solution helps him/her to develop confidence in their own ability to manage and take control of situations.
- Meetings will be sought with the parents of both parties, both to alert them to the situation and to discuss actions and solutions. (stage 2 strategies)
- We will work with pupils who display bullying behaviour to support a change their conduct. To do this effectively, we need to try and understand the root cause of the behaviour.

The recording and monitoring of bullying incidents is essential and can provide valuable information on the scope and scale of the issue in order to ensure appropriate antibullying interventions. This data can help us to track relevant patterns which will help us to address bullying incidents efficiently.

Antibullying Flowchart - Primary Sector

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



Stage 1 Strategies

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

Consider using the following:

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

Stage 2 Strategies

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

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

Stage 3 Strategies

Consider Educational Psychology/ Education Manager involvement.

Consider multiagency planning meeting.

Respect Me - National Definition of Bullying.

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

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