



Lumphinnans Primary
School and Nursery

Relationships and Anti- Bullying Policy

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May 2026

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May 2027



Introduction:

At Lumphinnans Primary School and Nursery we work hard to create an environment where our values of **honesty**, **effort** and **respect** shine through; providing opportunities to ensure learners become responsible citizens; successful learners, confident individuals and effective contributors to society, in line with the Curriculum for Excellence. We believe this will encourage children to:

- Treat others with respect, kindness, courtesy and compassion in all areas of the school community
- Be aware of the impact their actions may have on others
- Recognise how different emotions make them feel and be able to talk about these
- Take responsibility for their own actions
- Recognise when they may need support and know who to go to for this
- Celebrate diversity
- Treat their environment with respect

Our Commitment to a Safe and Caring School:

At Lumphinnans Primary School, we believe that bullying is never acceptable. It's not "just a phase," part of growing up, or something children should have to deal with on their own. Everyone in our school community deserves to feel safe, respected and included. We know that bullying can happen and, when it does, we take it seriously. We act quickly and thoughtfully to support everyone involved and to stop the behaviour. We are committed to creating a caring, respectful environment where children can learn, play and grow without fear of being bullied.

What We Aim to Do

Through our anti-bullying policy, we want to make sure that:

- everyone understands what bullying is, how we prevent it and how we respond when it's reported
- pupils know how to speak up if they or someone else is being bullied—and feel confident doing

so



- our curriculum helps children talk about worries and build the skills to handle difficult situations
- we monitor bullying incidents, so we can learn from them and improve our approach

What Is Bullying?

As detailed in Respect for All bullying is defined as:

Bullying is behaviour that:

- Happens more than once
- Is meant to hurt someone—physically or emotionally

We understand that bullying can:

- cause real distress and harm
- be based on differences—real or perceived—such as race, disability, gender or beliefs
- happen anywhere: in school, online, on the way to and from school or during trips and activities

Everyone, staff, pupils, families and the wider community, has a role to play in preventing bullying and speaking up when it happens.

Our Beliefs

We believe that:

- no child should ever experience abuse of any kind
- we all have a duty to keep children safe and promote their wellbeing
- bullying affects everyone involved—not just the person being bullied
- children who are bullied may struggle with friendships, learning and mental health
- children who bully others may also need support to change their behaviour
- witnesses to bullying can feel scared, guilty or unsure what to do

How We Prevent Bullying

We take a whole-school approach to prevention. This includes:

- clear expectations for behaviour, both in person and online
- regular conversations with pupils, staff and families about bullying and how to stop it



- training for staff and volunteers
- clear procedures for reporting and responding to bullying
- a strong school ethos that promotes kindness, respect and inclusion
- encouraging pupils to speak to any trusted adult if they're worried
- keeping detailed records of bullying incidents so we can spot patterns and take action

Celebrating Diversity and Promoting Inclusion

We know that bullying is often linked to how people treat those who are different. That's why we actively celebrate diversity and teach children to value and respect each other.

We take extra steps to support children who may be more vulnerable to bullying.

This might include:

- extra supervision at break times
- peer support groups
- lessons that help children understand and appreciate differences
- targeted support or interventions when needed

How to Report Bullying

Anyone can report bullying - a child, a parent, a friend or a member of staff.

Children can speak to any adult in school or ask someone they trust to speak on their behalf. Reports

can also be made in writing, by phone or by email.

We will always take reports seriously and make sure the right person follows it up.

How We Respond

We follow a clear process to investigate and respond to bullying. We:

- act quickly, fairly, and consistently
- make sure everyone involved feels safe and supported
- listen to all voices and take appropriate action to stop the behaviour
- use restorative and supportive approaches to help children learn and move forward

How We Monitor and Improve

We regularly review how well our anti-bullying work is going. This includes:

- looking at reports and records
- gathering feedback from pupils, families and staff



- reviewing the policy with our school community and making improvements where needed
 - sharing updates with the whole school community
- Reasonable Adjustments:

As an inclusive school we have many pupils with Additional Support Needs (ASN). We recognise our legal duty under the Equality Act 2010 to prevent pupils with ASN from being at a disadvantage. Consequently, we may use differentiated behaviour strategies to cater for the needs of a pupil.

In such cases we will work closely with parents/carers and partner agencies to plan accordingly. Our primary focus will be on the safety and wellbeing of all.

Agreed expectations:

All Staff:



- To model our school values to pupils, families and each other
- To work together to create a positive working environment with high expectations for behaviour
- To provide a safe, secure and well-organised learning environment
- To actively develop secure relationships with children and families through actively listening and providing reassurance
- To be sensitive to any barriers to learning children may have and ensure that every child has tasks appropriate to their level of ability
- To understand the potential impact of Adverse Childhood Experiences and trauma
- To recognise that each child is an individual and may react differently to their emotions in different situations and provide the appropriate support
- Build a toolkit of strategies to support the varying needs of the child
- To aim to be proactive rather than reactive when dealing with challenging behaviour, using regularly reviewed Pro-active Management Protocols where appropriate
- To use restorative approaches when conflicts arise while remaining calm
- To consistently use de-escalation strategies in challenging situations
- To show respect for all children and expect to be respected in return
- To actively teach positive behaviours, not just expect them
- To follow school systems and policies consistently



- Teach the children to develop a respectful attitude to one another, regardless of gender, race, culture, belief, values, age and need
- To work in partnership with parents in dealing with any concerns
- To work in partnership with appropriate outside agencies, implementing advice and strategies recommended to support any behaviour concerns
- Know when and not to be afraid to seek support from colleagues
- Report any concerns to the Senior Leadership Team and record incidents to track any patterns.

Leadership Team:



- To develop a safe, secure environment for all to work in, where all staff feel valued and supported
- To support all staff to develop positive behaviour strategies for all and for individuals
- To ensure that procedures and initiatives are in place and are consistently used so that the school environment manages behaviour effectively and positively
- To facilitate appropriate training in behaviour management for all staff
- To provide the opportunity for staff to engage in restorative conversations with the child where appropriate
- To contact and work with families where appropriate
- To contact and work with school partner agencies where appropriate
- To facilitate reviews of planning especially after any incidences of challenging behaviour

Pupils:



- To demonstrate the school values at all times
- To contribute to the development of and follow the class, dinner hall and playground charters
- To work together with staff to fix relationships/situations when things go wrong
- To use their pupil voice to make decisions about the nursery, class and school
- Be confident to use learned regulation strategies to help them self-regulate their own behaviours
- To keep everyone around them safe by making positive choices and not responding physically
- Walk away from situations that make them feel unsafe/uncomfortable



- Try to recognise and understand that all children are individuals and will react to situations in different ways.
- To make use of dedicated safe spaces around school, if needed
- Don't deal with the situation alone, tell a trusted adult as soon as possible

Families:



- Be aware of and encourage our school values of honesty, effort and respect
- Ensure children attend school and arrive by 9am in order to develop routine and consistency
- Support the school's policy and systems to promote high standards of behaviour
- Look for a change in behaviour in your child and discuss any worries your child may have
- Inform the leadership team of any concerns that you or your child may have in order that they can be investigated and supported timeously. Please be patient while we work together to resolve the problem.
- Be assured that each case will be dealt with in a manner suited to the individuals' needs.
- Understand that we may not be able to share information about another child with you
- Seek support from school for strategies that could be used for behaviour management at home where required
- Try to work closely with us to respond to the problem
- Try to focus on the positive aspects of your child's day
- Protect your child online. Guidance is available at www.ceop.police.uk



Positive recognition:

We understand that it is important to focus on positive rather than negative behaviours.

We know that most children are motivated by positive comments and rewards and we do this through -

- Weekly certificates shared at Together Time which are publicly celebrated on social media platforms (if permission is granted)
- Appropriate class-based reward systems
- Individual reward charts where appropriate
- House Points with termly rewards for the winning house
- Visits to a member of the Senior Leadership Team to celebrate success
- Positive work shared between classes
- Seesaw home links to share positive learning experiences.
- Celebrate wider achievements on social media and through our school displays

Consequences:

When children do not follow our school values all staff are expected to deal with this in a calm and consistent manner and follow the agreed procedures:

1. Initial engagement with the child explaining why the behaviour is inappropriate keeping the language short and simple (see scripting sheet)
2. Thinking time/removal from the situation to enable them to reflect on what has gone wrong
3. Staff to recognise when to swap out and let another member of staff or Senior Leadership Team de-escalate the situation
4. Restorative discussion between the pupil and the member of staff who witnessed the initial behaviour
5. Loss of privileges and responsibilities
6. Alternative space for playtime/part of lunchtime as appropriate
7. Parents/carers contacted on the day by agreed member of staff if consequences are not successful or there is an incident of a more serious nature (e.g. Injury to another child/sustained disruption to learning)



Praise

All staff recognise the importance of encouragement of positive feedback throughout their learning experience. Learners are praised for effort, positive attitude and resilience.

Circle Time/Discussion

Learners experience regular opportunities to discuss issues related to Health and Wellbeing, including Kitbag sessions, Circle Time and throughout other aspects of learning.

Care and Welfare

The needs of the whole child are effectively supported so all learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff have responsibility to ensure incidents are recorded, monitored and actioned in accordance with Fife Council Guidelines.

Pupil Voice

All staff encourage the use of pupil voice and use this to enhance our wellbeing and learning.



Regulation of Behaviour

All children are being actively taught the skills of self-regulation. All staff support this process and use consistent language. Class or individual plans may need to be made from time-to-time. Individual plans may be developed through consultation with parents.

Whole School Strategies and Approaches for Positive Relationships



Restorative Practices

All staff adopt a restorative approach to resolving conflict in class and the playground. Key questions used throughout nursery and school are:

1. What has happened?
2. How are you feeling?
3. Who was affected?
4. How can we put this right?

We have symbolised Fix It Folders to support us with this.

School Values

All children are familiar with the values of Honesty, Effort and Respect and can explain what these words mean. Each class develops a class charter which all children take ownership of. Staff and children refer to the values and class charter and work together to make sure these are reflected throughout the school and playground.

Targeted Intervention

The team around the child, including parents, will contribute to wider planning, which may involve partner agencies. Specific support plans will be co-created with the child. If necessary Pro-active management protocols will be used.

De-Escalation

All staff will try to recognise verbal and non-verbal behavioural changes in children and use pro-active de-escalation strategies to support this. We ensure we do this when the child is ready and at their own pace. We use Emotion Works cogs and Fix It Folders to support us to ask the following questions:

What happened?
What was the trigger?
How were you feeling?
Who was affected/hurt?
How were they feeling?
How can we put this right?