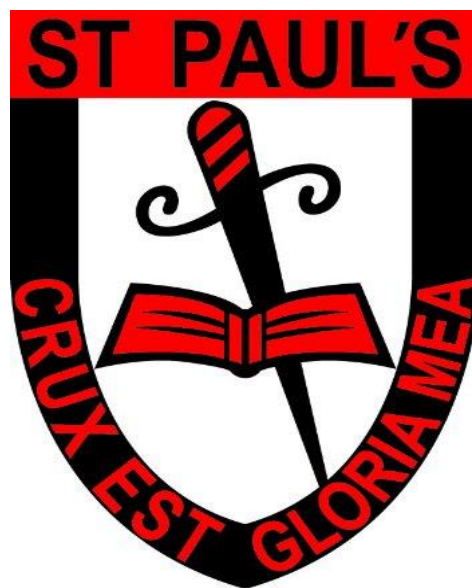


St Paul's RC Primary School

Anti-Bullying Rationale

August 2026

Date to be reviewed: Session 27/28



Links with UNCRC

The child is protected against all forms of discrimination or punishment. **(Article 2)**

The best interest of the child must be a top priority in all actions concerning children.
(Article 3)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously. **(Article 12)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. **(Article 29)**

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. **(Article 31)**

Our Rationale and Commitment

At St Paul's Primary School, we understand that bullying is never acceptable and that children have the right to learn, play and grow in a safe, nurturing and inclusive environment. Our Catholic ethos calls us to recognise the dignity and worth of every person and to show **Love, Respect and Honesty** in our relationships.

Our staff, pupils, parents and partners supported us in creating these values which underpin our vision of all our pupils to be included and safe in their learning environment.

This policy is aligned with Fife Council's Anti-Bullying Policy (January 2026) and the Scottish Government's Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (2024). It sits alongside our Positive Relationships and Behaviour Policy, Child Protection procedures, Health and Wellbeing curriculum and reflects the United Nations Convention on the Rights of the Child (UNCRC).

At St Paul's, anti-bullying is not simply about responding to incidents. It is about creating relationships, routines and a culture in which children feel safe, heard, valued and that they belong. We recognise that creating this culture and preventing bullying is a shared responsibility involving pupils, staff, families and the wider school community.

Our Aims

- Ensure everyone understands what bullying is and is not, how it can be prevented and how St Paul's will respond when concerns are raised.
- Create a culture where respectful relationships, inclusion and emotional safety are part of everyday school life.
- Ensure pupils know how to report concerns and feel confident that they will be listened to and supported.
- Support children experiencing bullying behaviour and children displaying harmful behaviour.
- Challenge prejudice, discrimination and stigma in all forms.
- Record and monitor bullying concerns consistently so that patterns can be identified and practice improved.
- Ensure the voices of children and families help shape our anti-bullying practice.

What is Bullying Behaviour?

"Bullying is both behaviour and impact; the impact 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 "to" someone and it will impact upon them." (Respectme, 2015)

The nationally agreed definition of bullying is as follows:

"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." (Scottish Government, 2024)

In addressing the issue of bullying, we recognise that children will naturally fall in and out of friendships throughout their time at St Paul's Primary School. 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 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. 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 the child.

Bullying of any nature is a breach of children's rights and our rationale provides a clear commitment to challenge all types of prejudice-based bullying behaviours and language against someone's:

- Age
- Disability
- Gender
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or belief
- Gender
- Sexual Orientation

(Equality Act, 2010)

Although only some of these characteristics may apply in schools; age, marriage and civil partnerships are also considered to relevant as children may be subject to bullying because of these characteristics applying to their parents, carers or other family members.

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

- Asylum seekers or refugee status
- Gypsy and/or Traveller status
- Body image
- Looked after status/care experienced
- Social or economic status
- Young carer responsibilities
- Imprisonment of parents, siblings, or other family members

For further information on prejudice-based bullying, please see Fife Council's Anti-Bullying Policy.

Alternatively, you can find more information at:

[Prejudice-based bullying | respectme](#)

Preventing Bullying Behaviours

At St Paul's Primary School, we aim to ensure that children do not bully others because they understand the harm it causes and choose not to cause such harm. We do this by ensuring this is a whole school approach to relationships, behaviour, wellbeing and learning.

Our whole school approach includes:

- Modeling and explicitly teach our values of Love, Respect and Honesty.
- Setting clear expectations for respectful behaviour in classrooms, social spaces and online.
- Health and Wellbeing learning to support children in understanding empathy, emotional literacy, problem-solving and safe relationships.
- Regular opportunities at assemblies, class learning and pupil voice to discuss rights, inclusion, equality and how to seek help.
- Encouraging children to identify trusted adults and to speak up when something makes them or someone else feel unsafe.
- Using nurturing and restorative approaches to build and repair relationships.
- Making reporting routes clear and accessible, including for children with additional support needs.
- Working collaboratively with parents and carers.
- Providing targeted support, increased supervision or other preventative measures where patterns or vulnerabilities are identified.

- Ensuring adults in school model respectful behaviour in their interactions with children, families and one another.

Reporting a Concern

Any child or adult can report a bullying concern. Children are encouraged to speak to a trusted adult in school, such as their class teacher, a pupil support assistant or a member of the leadership team. A child may also ask a friend or trusted person to help them report a concern.

Parents and carers can contact the school by telephone, email or in person. All reports will be taken seriously and followed up by an appropriate member of staff.

All reports will be recorded using SEEMis Bullying & Equalities in line with Fife Council procedures and the Data Protection Act 2018.

Reporting will always be handled respectfully and sensitively, and children will be supported to explain what happened, how it affected them and what support they feel they need.

Protocol When Concern is Raised

1. Report	The concern is acknowledged. Immediate safety and wellbeing needs are considered.
2. Listen & Understand	A member of staff listens to the child and relevant people, considering behaviour, impact, context, relationships and any prejudice-based element.
3. Record	The concern is recorded promptly on SEEMis Bullying & Equalities, ideally within three working days, even if investigation is ongoing.
4. Support	Support is agreed with the child and family. This may include a trusted-adult check-in, increased supervision, adjustments to routines, nurture or targeted wellbeing support.
5. Challenge & Repair	The harmful behaviour is addressed using developmentally appropriate, restorative and educational approaches. Clear boundaries and proportionate consequences may be used.
6. Review	Actions and outcomes are updated on SEEMis. The concern is followed up within two weeks, and further support is put in place if required.

The approach of staff when addressing instances of bullying at St Paul's Primary School considers 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.

Monitoring and Improvement

The Senior Leadership Team regularly reviews school data to identify recurring patterns or emerging concerns. Pupil, staff and family feedback will also inform self-evaluation and improvement. Personal information about individual cases will remain confidential.

Bullying on School Transport and the Journey to School

Bullying reported on school transport or on the journey to and from school will be taken seriously. St Paul's Primary School will work with children, families, transport providers, Fife Council and other partners as appropriate to promote safety and wellbeing.

Responsibilities of Senior Leadership Team, Staff, Pupils and Parents/Carers

Senior Leadership Team:

The Child Protection Coordinator (CPC) to ensure that an anti-bullying policy is developed, implemented, maintained and communicated effectively (e.g. easily accessible on school website).
The CPC to be responsible for ensuring that the school anti-bullying policy is up-to-date (reviewed on 2-year cycle) and ensuring that anti-bullying training provided by the Directorate is undertaken by school staff.
The policy to be embedded and reviewed in School Improvement Plans, linked with targets for school ethos, and will articulate with the curriculum through the school's Personal and Social Development/Health & Wellbeing programme.
In all establishments and services, the policy's development and regular review to result from a genuine partnership between staff, children and parents/carers. Critically this process will include considering child and parent/carer feedback, both planned and unsolicited, and consultation with the wider community and partners.
Appropriate training/awareness raising of the latest practice in anti-bullying approaches to be made available to staff, children, parents and carers. Where necessary support will be sought from the Directorate to ensure this requirement is met.
On an annual basis, anti-bullying policy and practice to be included in at least one professional development session.
Talk to learners often about anti-bullying approaches.
Engage with parents/carers/families often about anti-bullying approaches.
Bullying incidents to be recorded and monitored using the Bullying and Equalities module in SEEMiS, in line with the guidance issued by the Directorate and the Scottish Government.
Anti-bullying 'Power BI' Report (updated monthly) to be analysed and discussed at a strategic level, with appropriate strategies and interventions identified to address emerging trends.
Out of School clubs to develop policies which align effectively with school policies and ensure the effective exchange of relevant information.

All Staff:

are fully conversant with the establishment or service's anti-bullying policy and contribute to its review and development as required.
fully understand and follow procedures for recording, managing and monitoring bullying incidents and supporting and managing children who have been bullied or been bullied.
share relevant information concerning individual children and incidents of bullying with the child's Named Person or other professionals as required to ensure children's safety.
include self-evaluation of this aspect of their practice, as part of the wider care and welfare agenda, within their regular review of continuing professional development.

Children:

Report to an appropriate member of staff if they experience behaviour that makes them feel unsafe or disempowered.
Accept support from staff to resolve any bullying concerns.
Be pro-active school citizens, by engaging in activities which support and promote equality, diversity and inclusion. This might include participating in Mentors in Violence Prevention (MVP), for example (see Fife Recommended Approaches).
Exercise being safe and responsible when connecting with others in an online context.
Be positive role models for their peers, by showing others that discrimination of any kind is not okay and being pro-active in reporting any behaviours witnessed.

Parents/Carers and Families:

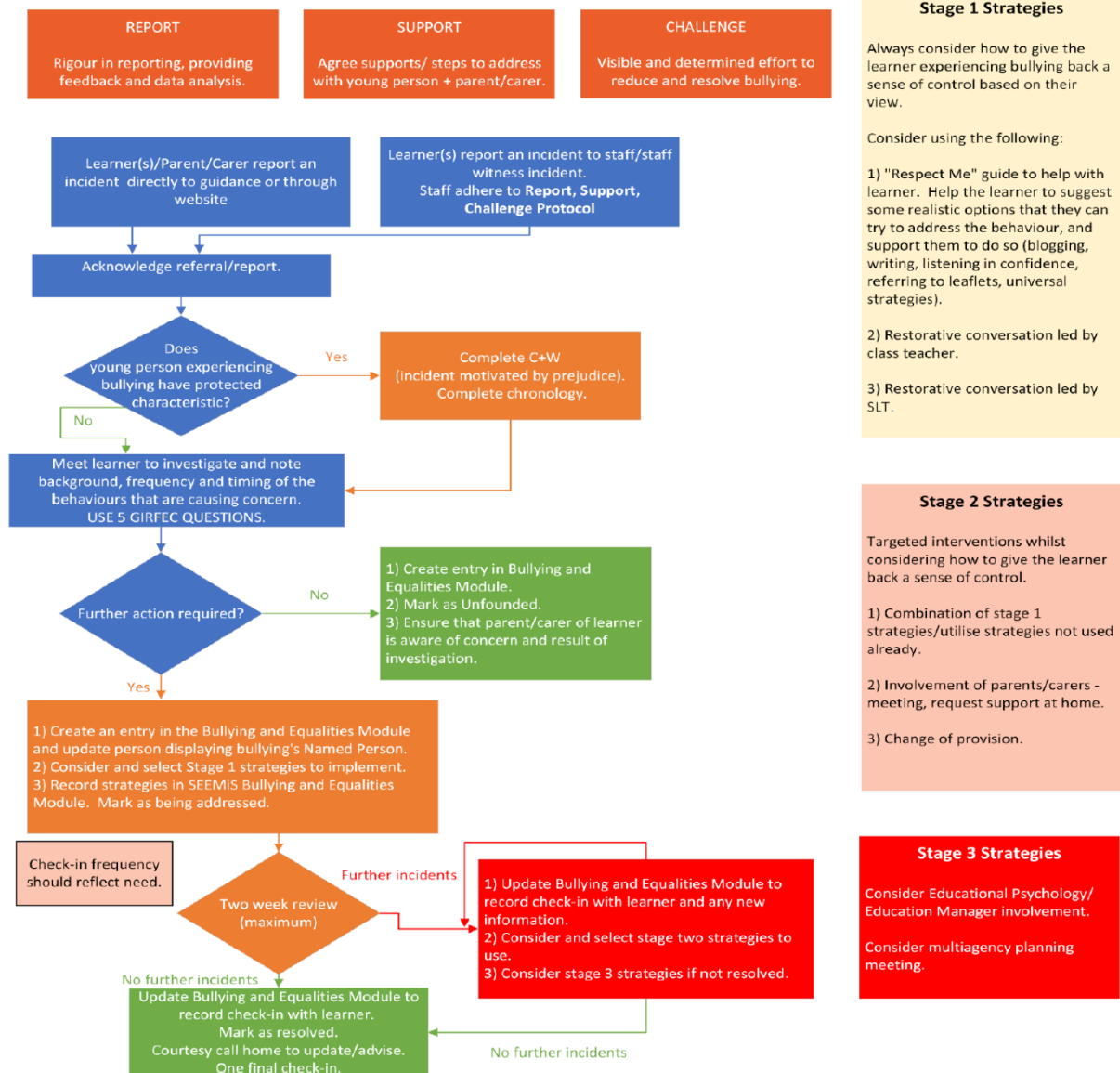
Ensure, support and promote their child's health and wellbeing.
Encourage and monitor safe and responsible online behaviour.
Talk to an appropriate member of school staff if their child needs help/ if a bullying concern arises.
Be familiar with school policy related to Anti-bullying, Equalities and use of Mobile Devices.
Work in partnership with school staff to resolve bullying concerns and contribute towards an ethos of tolerance and non-discrimination.
Talk to their child(ren) about the importance of valuing people as individuals who make up our diverse society.

How to Contact Us:

If you feel concerned that your child may be experiencing bullying - or if you become aware of bullying behaviour - Please contact us at school through the following channels:

1. Email the school office at stpaulsrcps.enquiries@fife.gov.uk
2. Phone the school office on 01592 583462
3. If Mrs MacPhee or Miss O'Donnell are unavailable, please ask for a message to be shared with us and we will respond to you within 2 working days.
4. Please work in partnership with us and allow us the opportunity to address your concerns.

Antibullying Flowchart - Primary Sector



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'.

