

Thornton Primary School & ELC  
Anti-Bullying Policy  
Updated February 2026



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)**

At Thornton Primary School and ELC we understand that bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment. This is underpinned by our school values:

- Ambition
- Included
- Kind
- Respect
- Safe

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. As a school we display respect for dignity, inclusion and the rights of children and young people.

This policy reflects the Scottish Government guidance; “Respect For All: The National Approach to Anti-Bullying for Scotland’s Children and Young People.”(2017), and the national guidance relating to the recording and monitoring of bullying incidents. Fife Council Education and Children’s Services Directorate and our school is committed to the personal and social wellbeing of all children and young people growing up in Fife.

At Thornton Primary School and ELC we are committed to providing community, social and learning environments free from any threat or fear, as a matter of right and as a prerequisite to effective learning and development.

### **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)*

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 will naturally fall in and out of friendships throughout their time at Thornton 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 it is important to distinguish it from bullying, and to ensure that children and their parents/carers understand this distinction. It should also be recognised of course that unresolved conflict, might, in time, lead to bullying.

At Thornton Primary School 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 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 policy provides a clear commitment to challenge all types of prejudice-based bullying behaviours and language against someone's:

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

(Equality Act, 2010)

Although only 7 of these characteristics may apply in schools; age, marriage and civil partnerships are also considered to be relevant as children may be subject to bullying as a result of these characteristics applying to their parents, carers or other family members. This strategic policy also recognises the rights of those whose sexual orientation includes lesbian, gay, bisexual and transgender.

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

Alternatively, you can find more information at: [www.respectme.org.uk/bullying/prejudice-basedbullying](http://www.respectme.org.uk/bullying/prejudice-basedbullying)

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

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

### **How our ETHOS at Thornton PS Combats Bullying Behaviours**

A positive school ethos is fundamental in determining behaviour.

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.

Our school vision, values and aims were developed in partnership with our children, staff, parents/carers and wider community partners and as a school and ELC we strive to display our core values of Ambition, Included, Kind, Respect and Safe at all times.

### **How we reinforce this ETHOS at Thornton**

Good relationships between staff, pupils and parents are crucial in promoting this positive school ethos. A positive approach based on encouragement, praise and realistic target setting, underpinned by a

restorative approach will prove to be far more effective (and also less stressful for the teacher) than a regime based upon the achievement of good discipline through punishments.

As a Rights Respecting School, Thornton is a school where everybody feels valued and has the right to learn, play and develop their talents and to be respected. We have a Positive Behaviour and Relationships Policy that promotes a restorative approach and focuses on promoting and celebrating positive behaviour choices.

### **Rights and Responsibilities of Senior Leadership Team, Staff, Pupils and Parents**

The approach all staff take when addressing instances of bullying at Thornton Primary School at all times take account of the child's past experiences, additional support needs the child may have and the behaviours exhibited by those experiencing bullying behaviour or those displaying bullying behaviour.

In Thornton Primary School and ELC all staff:

- Are fully conversant with the establishment 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 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 at all times
- 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.

### **Anti-Bullying Single Point of Contact**

Our Anti-Bullying Single Point of Contact at Thornton Primary School is: **Fiona Ramos (Acting Headteacher)**

The SPoC is responsible for ensuring that our anti-bullying policy is up-to-date and ensure that anti-bullying training provided by the Directorate is undertaken by school staff. Staff Training and Life-Long Continuous Professional Development are key to supporting our Anti-Bullying Policy and our SPoC will support staff in delivering up-to-date training around Bullying Behaviours.

### **What will happen if a concern about bullying behaviour is raised/observed at Thornton?**

Incidents of bullying behaviour at Thornton Primary School and ELC may be raised by pupils, parents/carers and staff. In the first instance of bullying behaviour being reported, staff are encouraged to have a restorative conversation with the child or group of children involved. Firstly, to assess the distinction between conflict and bullying.

### **What support mechanisms are in place for all those involved in incidents?**

If through the conversation the incident is deemed to be bullying the following procedures will take place:

- The child experiencing bullying behaviour will be reassured that their concerns are taken seriously and action will be taken involving those displaying the behaviour and their parents/carers. Any emotional wellbeing supports, such as kit bag, will be facilitated to support the child in regulating their emotions during this time.
- The child or group of children displaying bullying behaviour will be reminded through a restorative conversation about always displaying our School Values in class and in the playground.

- Parents/Carers of both will be contacted and the language of “bullying behaviour” will be used. A member of the Senior Leadership Team will make these phone calls.

#### **How do we record and monitor bullying behaviours?**

- Bullying behaviour incident details will be recorded on our Bullying Incident Form (Appendix 1) and will be sent to the Single Point of Contact.
- The Single Point of Contact will record the bullying incident on Seemis.

## APPENDIX A – Thornton PS/ELC – Bullying Incident Form

Name of Child(ren) Experiencing:		Name of Child(ren) Displaying:	
Incident Date(s):			
Incident Time(s):			
Incident Location(s): <i>(In Class, Corridor, Lunch Hall, Playground, Community etc...)</i>			
Nature of Incident (select all that apply):			
Name Calling, Teasing, Put Down or Threatened		Targeted because of who they are/perceived to be	
Hit, Tripped, Pushed or Kicked		Spreading Rumours	
Abusive Messages Online/Phone/Gaming/social media		Being Ignored	
Belongings taken or damaged		Other (please specify):	
Incident Detail:			
Perceived Reason(s) for Bullying:(Select All that Apply)			
Actual or Perceived Sexual Orientation (e.g. homophobic, bi-phobic)		Additional Support Needs	
Asylum Seekers or Refugee Status		Body Image and Physical Appearance	
Disability		Gender Identity or Trans Identity	
Gypsy/Travellers		Care Experience	
Marriage/Civil Partnership of Parent/Carers or other Family Members		Mental Health	
Pregnancy and Maternity		Race and Racism Including Culture	
Religion or Belief		Sectarianism	
Socio-economic Prejudice		Young Carer	
Not Known		Other (please specify)	
Reported By:		Reported To:	

**Date:**

**Date:**

**Action Taken:**

**Incident conclusion (select one)**

<b>Being Addressed</b>	
<b>Resolved</b>	
<b>Not Resolved</b>	
<b>Unfounded</b>	

**Action Taken By: (Name, Position, Date)**