

UNCRC Article 2

All children have these rights no matter what their differences are



UNCRC Article 12

I have the right to be listened to and taken seriously



UNCRC Article 19

I have the right to be protected from being hurt or badly treated

Drummore Primary School

Anti-Bullying

Policy Statement



Policy updated March 2025

New review August 2025

1. Introduction

Glasgow City Council and Drummore Primary School are committed to creating a safe, nurturing, and inclusive environment where every child is valued and respected. As a school dedicated to supporting children with complex learning disabilities and autism, we recognise that our pupils may experience the world in unique ways and may communicate their needs and emotions differently. Our approach to preventing and responding to bullying is built on the principles of *Respect for All: The National Approach to Anti-Bullying Scotland's Children and Young People, Getting it Right for Every Child (GIRFEC)*, and the *United Nations Convention on the Rights of the Child (UNCRC)*.

We understand that behaviours sometimes associated with complex learning disabilities and autism may not always be intentional or rooted in an understanding of the impact on others. Therefore, we take a supportive, educational, and person-centred approach to addressing any concerns around bullying behaviour.

2. Definition of Bullying

In line with *Respect for All*, bullying is defined as behaviour that causes harm, distress, or upset to another person, whether intentional or not. It can take many forms, including:

- Verbal (name-calling, teasing, threats)
- Physical (pushing, hitting, damaging property)
- Social (exclusion, spreading rumours)
- Cyberbullying (hurtful messages or images shared online)

The Equality Act 2010 sets out rights which include legal protection from discrimination related to any of the 9 protected characteristics.

Any bullying related to these characteristics is unacceptable:

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

We recognise that, for children with complex learning disabilities and autism, some behaviours may not be intended to harm but could still result in distress to others. Our focus is on understanding the reasons behind behaviour and providing appropriate support for all children involved.

3. Our Approach

At Drummore Primary School, we believe in fostering positive relationships and supporting our pupils in learning about kindness, empathy, and inclusion. Our approach to bullying prevention and response includes:

- **Creating a Culture of Respect:** We actively promote kindness, understanding, and mutual respect through our curriculum, assemblies, and daily interactions.
- **Individualised Support:** Each child's needs and abilities are considered when addressing concerns around behaviour. We focus on communication strategies and emotional regulation to support positive interactions.
- **Restorative Practices:** We encourage pupils to express their feelings, understand the impact of actions, and repair relationships where possible.
- **Staff Training:** All staff receive training in understanding the needs of children with complex learning disabilities and autism, including how to identify distress and respond with sensitivity.
- **Partnership with Families:** We work closely with parents and carers, ensuring open communication and collaboration to support our pupils' social and emotional well-being

4. Reporting and Responding to Bullying Concerns

If a concern about bullying arises, we will:

1. Listen carefully to all children involved, ensuring they feel heard and supported.
2. Work with staff, parents, and relevant professionals to understand the context of the behaviour.
3. Provide guidance and interventions tailored to the needs of the children involved.

4. Support pupils in developing social communication and emotional regulation skills.
5. Monitor and review strategies to ensure a positive outcome for all involved.

5. Supporting Well-being

We are committed to promoting the well-being of every child. Our strategies include:

- Social skills groups to support positive peer interactions.
- Sensory-friendly spaces to help pupils self-regulate emotions.
- Encouraging pupil voice through adapted communication methods, ensuring every child can express their feelings and concerns.
- Working closely with speech and language therapists, occupational therapists, and other professionals to provide holistic support.

6. Conclusion

Drummore Primary School is a community where every child is supported to thrive. By fostering understanding, compassion, and respect, we ensure that all pupils feel safe, valued, and included. Our anti-bullying policy reflects our commitment to *Getting it Right for Every Child* and upholding the rights of all children to be treated with dignity and kindness.

Together, we create an environment where every child can flourish

Further information

Glasgow City Council Anti-Bullying Policy, including the incident reporting and monitoring report sheet.

Addressing Inclusion: Effectively Challenging Racism in Schools - Coalition for Racial Equality and Rights,

Respect Me (Scotland's Anti-Bullying Service), Scottish Government Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People

www.kidscape.org.uk

www.childline.org.uk

www.respectme.org.uk

www.respectme.org.uk/cyberbullying.html

Anti-Bullying Charter



1. All children and young people have human rights. Bullying is a breach of Children's Rights and children need to be protected from bullying behaviour.
2. Bullying behaviour is never acceptable.
3. Bullying behaviour needs to be challenged and effectively addressed.
4. Adults have an important role to play.
5. Bullying behaviour will not be tolerated; this helps to create an environment where bullying behaviour is less likely to thrive.
6. Children have the right to protection from all forms of physical or mental violence, injury or abuse.

We will:

- Listen
- Acknowledge and address bullying behaviour
- Respect and support everyone involved
- Record, monitor and review bullying behaviour

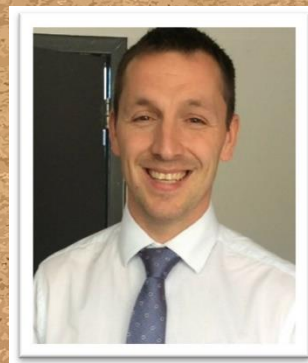


If you have any concern about bullying behaviour, please speak to any of the following or another adult, parent/carer:



Head Teacher

Tina Donnelly



Deputy Head Teacher

Peter Calderwood