



Haghill Park Primary School and Nursery Class

Anti-bullying Policy

Updated August 2025

Statement of Intent

At Haghill Park Primary School and Nursery Class we believe that everyone has an entitlement to work, learn and play in an environment in which they feel valued, respected and safe, and are free from all forms of abuse, bullying or discrimination.

This document provides an overview of how bullying is addressed at Haghill Park Primary. It serves alongside Glasgow City Council's revised *Anti-bullying Policy* (December 2019), which provides more detailed information on:

- What do we mean by bullying?
- Ethos
- What to do if someone says they are being bullied?
- What about the child who is presenting with bullying behaviour?
- Parents/Carers as Partners
- Prejudice-based bullying
- Recording of incidents
- Useful links

Key Drivers

Getting It Right For Every Child (GIRFEC)

Every child or young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included.

The Equality Act 2010

Legal protection from discrimination related to any of the nine protected characteristics.

- | | | |
|-------------------------|----------------------------------|-------------------------|
| i) Age | ii) Disability | iii) Race |
| iv) Sex | v) Pregnancy/maternity | vi) Religion/belief |
| vii) Sexual orientation | viii) Marriage/civil partnership | ix) Gender reassignment |

respectme

Scotland's anti-bullying service (funded by the Scottish Government, and managed by the Scottish Association for Mental Health and LGBT Youth Scotland)

United Nations Convention on the Rights of the Child (UNCRC)

Comprehensive and internationally binding agreement on the rights of children.

Our Vision and Values



Haghill Park Primary School & Nursery Class



Our Vision

Haghill Park Primary School & Nursery Class encourages **ALL** to strive for excellence in a safe, nurturing and inclusive environment that builds a foundation for lifelong learning.



Our Values

We take a creative approach to ensure we are **child CENTRED**.



Definition

“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*. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face-to-face and online.”

respectme, 2015 / Scottish Government, 2017

What might bullying look like?

Bullying can harm people physically or emotionally, and although the actual behaviour may not be repeated, the threat of it may be sustained over time.

It can include:

- Being called names, teased, put down or threatened.
- Being hit, tripped, pushed or kicked.
- Having belongings taken or damaged.
- Being ignored, left out or having rumours spread about you.
- Receiving abusive messages electronically.
- Behaviour which makes people feel like they are not in control of themselves.
- Being targeted because of who you are or who you are perceived to be.

All children and young people need help to understand why bullying behaviour is wrong in order that they can change it.

How bullying is dealt with?

Health and Wellbeing is the responsibility of **all** staff, and it is a critical factor in creating and maintaining a positive ethos within our school.

It is recognised by all staff that bullying behaviour is **never** acceptable within Glasgow's schools.

*For those **experiencing** bullying behaviours -*

We know that how a member of staff reacts to concerns of bullying behaviours is crucial. At Haghill Park Primary, we will listen to what the child or young person is saying and reassure them that they have done the right thing in telling, and that they are being taken seriously.

respectme recommend that staff ask the following five questions:

1. What was the behaviour?
2. What impact did it have?
3. What does the child or young person want to happen?
4. What do I need to do about it?
5. What attitudes, prejudices or other factors have influenced the behaviour?

At this stage, staff need to be very clear with the child or young person about what happens next. It is vital they are involved and updated on progress, so they can retain some feeling of control over the situation.

The use of derogatory language and threats may be an attempt to bully, and may not result in a person being bullied, or have little or no impact. It will still be taken seriously.

*For those **displaying** bullying behaviours -*

“Children and young people who are bullying will need help and support to help identify the feelings that cause them to act this way and develop strategies to cope with these feelings differently.”

respectme, 2014

All behaviour is communication. It may be that the bullying behaviour of the child or young person stems from an unmet need.

- The behaviour will be dealt with in the same way as any other type of distressed behaviour.
- Time will be taken to listen and discover the reasons for the bullying behaviour.
- The individual, or group, will not be labelled as bullies: the behaviour will be named.
- Personal attitudes will be addressed.

Families as Partners

Parents and carers have a key role to play in supporting their children when they experience or display bullying behaviours. They understand their children's behaviour and can offer advice on how best to support their physical and mental wellbeing.

We ask that families:

- Work with us to help ensure bullying cannot thrive.
- Inform us of bullying behaviours as soon as possible.
- Address their children's behaviour when it affects others negatively.
- Refrain from engaging directly in a negative way with any other children involved, or their families.
- Manage their children's use of digital and mobile technologies, and social media.
- Report any online abuse to website providers.

Prejudice-based bullying

Bullying behaviour can often be rooted in prejudice due to difference or perceived difference. Our staff are prepared to address prejudicial attitudes, which include (but are not limited to) sexism, racism, homophobia, transphobia, sectarianism and Islamophobia.

Our ***Equalities Policy*** (June 2022) provides guidance on our values, aims and approaches to promoting equality, and is a key part of our practice.

Glasgow City Council, and all educational establishments therein, has a duty under the Equality Act 2010 to ensure the needs of all learners are met in policy and in practice.

At Haghill Park Primary we will challenge inequality and promote an inclusive and nurturing learning environment. A clear and explicit commitment is made to each of the nine protected characteristics outlined previously, as well as:

- Asylum seeker or refugee status
- Body image
- Care experienced young people
- Social or economic status
- Young carer responsibilities
- Imprisonment of family members

Recording of incidents

In line with local and national guidance, incidents of bullying behaviour are recorded on the SEEMiS Bullying and Equalities Module. Information is recorded about the person experiencing the behaviour, as well as whoever has displayed it.

As part of Education Services quality assurance processes, data recorded on the module will regularly be analysed.