



Anti-Bullying Position Statement





Introduction & Rationale

All of the staff in St. Patrick's Primary School are committed to establishing an atmosphere throughout where children feel safe, secure, happy and have opportunities to reach their full potential. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult. This Position Statement has been created in collaboration and consultation with pupils, staff and parents.

"The best interests of the child must be a top priority in all decisions and actions that affect children. Schools must do all they can to make sure every child can enjoy their rights by promoting and protecting children's rights. Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously."



This policy has been written by the school, building on national best practice, The Education Welfare Act (2000), Glasgow City Council guidance and GIRFEC principles. It will be reviewed systematically.

Our Mission Statement

Our mission in St. Patrick's Catholic Primary School is to ensure we identify and support the God-given skills and talents of each and every child in our care.

We are a collaborative community that creates, supports, facilitates and organises rich learning experiences and opportunities, in and out with school, that motivate, inspire and ignite curiosity in our children's learning.

We enable all of our children to flourish and become Successful learners, Confident Individuals, Effective Contributors and Respectful Citizens.

We are an inclusive school that is rich in diversity and we embrace our cultural differences and learn from each other.

Our school values are Responsibility, Respect and Resilience - all of which are nurtured and nourished through our positive relationships. These values are central to, and underpin this Anti-Bullying Position Statement.

Last reviewed and updated in October 2024.



Guiding Principles of Policy

Bullying behaviour impacts on children's and young people's wellbeing and can affect their participation, attainment and inclusion. The key values underlining our school ethos are to encourage pupils to develop independence by accepting responsibility for their own behaviour and by promoting self-discipline and self-control. Interpersonal skills are also developed which help pupils to work co-operatively, solve problems and resolve conflicts appropriately in a restorative fashion.

Bullying is both behaviour and impact; the impact is 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 face to face and online.

(*respectme*, 2015)

The aims of this policy are;

- ✓ To ensure all members of our community know that bullying of any kind is unacceptable and must be addressed quickly.
- ✓ To empower our young people to speak respectfully, honestly and openly about their concerns
- ✓ To create an atmosphere permeated in respect
- ✓ To promote the safety and well-being of everyone within our school community
- ✓ To foster caring attitudes to one another and to the environment
- ✓ To provide guidance for pupils, teachers and parents on how to prevent and/or respond to any bullying incidents appropriately
- ✓ To facilitate the education and development of every child



What is Bullying Behaviour?

Bullying behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online.

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

How do I get help?

If you have any concerns regarding bullying behaviour, please speak to a member of staff or key adult.





Strategies to Respond to and Prevent Bullying

At St Patrick's Primary School, we promote the positive behaviour always. Please read our Positive Behaviour Position Statement for more information:

<https://blogs.glowscotland.org.uk/gc/public/stpatricksprimaryglasgow/uploads/sites/11091/2023/09/06154414/Position-Statment-Behaviour-St.-Patricks-2022-002.pdf>

- Staff follow a 5-question rule in approaching an incident:

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?

- Staff report incident to SLT using our bullying incident report form and we ensure pupils are aware of the next steps in the process (This gives the pupil some control during the process.)
- All incidents of bullying behaviour are inputted on the SEEMIS Bullying and Equalities Module.
- Families are informed if any incident has been reported on SEEMIS and may be invited in for a meeting to discuss next steps depending on the investigation undertaken

Here is a simple conversation structure for talking to children about bullying behaviour.





Roles and Responsibilities of Children



(UNCRC, Article 2,13, 29, 30 online)

Pupils and young people can support the school in the promotion of our anti-bullying position statement by:

- ✓ respecting other pupils right to learn.
- ✓ treat others with kindness and respect and not engage in bullying behaviour
- ✓ respect other people's religion, and cultures and differences
- ✓ Understand that everyone has different likes and dislikes
- ✓ keep hands and feet to themselves
- ✓ Work collaboratively to help ensure bullying cannot thrive
- ✓ ensure they are aware of expectations of positive behaviour in the school and that there will be consequences for their actions if they do not follow the school rules
- ✓ Share concerns with an adult/named person if they ever feel unsafe, threatened or need support
- ✓ Regularly practise regulation skills to help build resilience and growth mindset
- ✓ Participate positively in games and lessons
- ✓ Promote our positive school ethos



Roles and Responsibilities of Parents/Carers



(UNCRC, Article 3 & 5, online)

“Active’ listening is also about responding appropriately to what your child is communicating. They may be reluctant to verbally tell you that they are being bullied, but they might display subtle cues, such as becoming withdrawn. Noticing this change and taking time to ask your child how they are can make it easier for them to tell you about the bullying.”

Find out more in the Parents and Carers Guide on RespectMe <https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/> (RespectMe, Online)

Parents/carers can support the school in the promotion of our anti-bullying position statement by;

- ✓ Talking to their children about what bullying is and how to respond appropriately and/or prevent bullying.
- ✓ Support the school in developing an environment where bullying cannot thrive.
- ✓ Make themselves aware of the school’s Anti-bullying Position Statement and work in collaboration with the school on the steps that we take.
- ✓ Engage through school Parent Forum/Parent Council or other appropriate forums to contribute to and learn about anti-bullying practice
- ✓ Attending meetings and/or training sessions that the school may offer on Bullying.
- ✓ Be aware of respectme, Scotland’s Anti-bullying Service booklet - Bullying Behaviour: A Guide for Parents and Carers (available at <https://respectme.org.uk/resources/publications/>)
- ✓ Encouraging their children to take responsibility for their actions.
- ✓ Co-operating with the school to develop a culture of mutual respect and responsibility amongst all children and young people and adults around them.
- ✓ Sharing any relevant information with the school which may affect their child’s behaviour and work with the school to ensure that we are coordinated and cohesive in all that we do.
- ✓ Listen and take children and young people seriously



Roles and Responsibilities of Key Adults



(UNCRC, Article 2,3 28 & 29 online)

“Bullying is a breach of Children’s Rights and children need to be protected from bullying behaviour so that they can survive. Develop and participate in a fulfilling life. As adults, we have an important role to play to help protect these rights, therefore, knowledge and understanding of Children’s Rights is essential to good practice.” (RespectMe, Online)

Key adults can support the school in the promotion of our anti-bullying position statement by;

- ✓ Prioritise the formation of genuine, authentic relationships amongst children and young people
- ✓ Take part in and complete relevant training
- ✓ Listen and take children and young people seriously
- ✓ Utilise consistent approaches and inform children and young people how to respond to/prevent bullying
- ✓ Complete bullying incident report and give to a member of the SLT
- ✓ Treat all children with respect and dignity and implement practice in a fair, consistent and reasonable manner
- ✓ Ensure that pupils experience and learn about different cultures and religions
- ✓ Seek to understand the experiences, and address the needs of children and young people, who are bullied as well as those who bully within a framework of respect, responsibility, resolution and support
- ✓ Offer children and young people a range of ways to report bullying or to talk about any concerns they have
- ✓ share information with parents/carers and work jointly to make sure we are co-ordinated and cohesive in all that we do



Bullying Incident Report

Pupil:		Date:	
Class:			
Teacher:		Referred by:	
Location:			
- Classroom <input type="checkbox"/>	- Corridor <input type="checkbox"/>	- GP Room <input type="checkbox"/>	- Other _____
- Toilets <input type="checkbox"/>	- PE Hall <input type="checkbox"/>	- Dinner Hall <input type="checkbox"/>	
- Staircase <input type="checkbox"/>	- Trip <input type="checkbox"/>	- Pitch <input type="checkbox"/>	
- Dinner Hall <input type="checkbox"/>	- Playground <input type="checkbox"/>		
Reason for Referral			
Respect	Resilience	Responsibility	
Incident Type:			
<ul style="list-style-type: none"> - Name calling, teased, threatened, put down <input type="checkbox"/> - Hit, tripped, pushed, kicked <input type="checkbox"/> - Belongings taken or damaged <input type="checkbox"/> - Being ignored <input type="checkbox"/> - Abusive messages (online, gaming, phone, social media) <input type="checkbox"/> - Targeted for who they are or perceived to be <input type="checkbox"/> - Racism or racist incident <input type="checkbox"/> - Gender based violence <input type="checkbox"/> 			
Perceived reasons for incident:		People involved:	
<ul style="list-style-type: none"> - Actual or perceived sexual orientation <input type="checkbox"/> - Additional support needs <input type="checkbox"/> - Asylum seeker or refugee status <input type="checkbox"/> - Body image or physical appearance <input type="checkbox"/> - Disability <input type="checkbox"/> - Racism or racist incident <input type="checkbox"/> - Spreading rumours <input type="checkbox"/> - Gender identify or trans identify <input type="checkbox"/> - Care experienced <input type="checkbox"/> - Marriage Civil partnership/of parents/carers or other family members <input type="checkbox"/> - Mental health <input type="checkbox"/> - Race and racism including culture <input type="checkbox"/> - Religion or belief <input type="checkbox"/> - Sectarianism <input type="checkbox"/> - Sexism and gender <input type="checkbox"/> - Social economic prejudice <input type="checkbox"/> - Young carer <input type="checkbox"/> - Not Known <input type="checkbox"/> - Other <input type="checkbox"/> 		<ul style="list-style-type: none"> - Peers <input type="checkbox"/> - Staff <input type="checkbox"/> - Other <input type="checkbox"/> 	



Incident details:

Management Response:

Incident Conclusion:

- Being addressed
- Not resolved
- Resolved

Parent/guardian contacted:

Called in person meeting with PT in person meeting with DHT in person meeting with HT

Monitor & Review:

Person(s) experiencing

Do they feel they have been listened to? Yes or No
Do they feel satisfied with the outcome? Yes or No
Parent/Carer are satisfied with the outcome? Yes or No
Restorative actions have taken place? Yes or No

Person(s) displaying

Do they feel their concerns were listened to? Yes or No
Do they feel satisfied with the outcome? Yes or No
Parent/Carer are satisfied with the outcome? Yes or No
Restorative actions have taken place? Yes or No

Additional Comments:



Further Supports

- Our school Positive Behaviour Policy:
<https://blogs.glowscotland.org.uk/gc/public/stpatricksprimaryglasgow/uploads/sites/11091/2023/09/06154414/Position-Statment-Behaviour-St.-Patricks-2022-002.pdf>
- Scottish Government Policy on Anti-Bullying:
<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2017/11/respect-national-approach-anti-bullying-scotlands-children-young-people/documents/00527674-pdf/00527674-pdf/govscot%3Adocument/00527674.pdf>
- Glasgow City Council Policy on Anti-Bullying:
<https://www.glasgow.gov.uk/CHttpHandler.ashx?id=47451&p=0>
- Glasgow City Councils Children's Rights Information Leaflet:
<https://www.glasgow.gov.uk/CHttpHandler.ashx?id=31329&p=0>
- The Convention on the Rights of the Child: The children's version:
<https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>
- Scotland's Anti-bullying service - RespectMe: <https://respectme.org.uk/about/>
- Getting it Right for Every Child Policy Statement:
<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2022/09/getting-right-child-girfec-policy-statement/documents/getting-right-child-policy-statement-2022/getting-right-child-policy-statement-2022/govscot%3Adocument/getting-right-child-policy-statement-2022.pdf>