

# BSGGD Anti-bullying Policy



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## **Introduction**

**“Bullying is never acceptable. It is not a normal part of growing up. It does not build character.**

**Trust, acceptance, consistency and safety build character.**

**We must all be good role models in the truest sense and remember – we can make a difference.”**

### ***Respect Me 2010***

The Equality Act 2010 supports progress on equality and refers to the following protected characteristics which are relevant to all pupils:

- Pregnancy and maternity
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation.

### **Prejudice based bullying**

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith.

### **Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People 2017**

## **Definition**

### **Glasgow City Council Anti-Bullying Policy (updated 2019)**

There have been many different definitions and theories about what constitutes bullying, but it is not helpful to define bullying purely in terms of behavior. **Bullying is behaviour *and* impact.** Bullying takes place in the context of relationships. It is behaviour, actions or attitudes that can make people feel hurt, threatened, frightened and left out and it can happen face to face or online.

This 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

This can harm people physically or emotionally and, although the actual behavior may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions or the fear of these. This is not an exhaustive list and it is important to consider impact, intent and persistence when defining bullying behavior.

## Online / Cyber Bullying

Online bullying, or cyberbullying, is often the same type of behaviour as other bullying, for example name-calling, spreading rumours and leaving people out, but it takes place online, For example on social networking sites, in chatrooms, and via mobile technologies, gaming and instant messaging platforms. The impact of this can be as hurtful and damaging as other forms of bullying behaviour. This should be taken as seriously as any other form of bullying.

## When it is Not Bullying

We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of relationship conflict. It is important to discuss how they feel and help them to build the confidence and social skills needed to manage their relationships.

Similarly, bullying behaviour can sometimes have little effect on the person being bullied. A person can attempt to bully someone using a range of behaviours but, where it has had no impact, the person has not been bullied. Nevertheless, the behaviour still needs to be challenged appropriately and should not be ignored. For example, the use of homophobic or derogatory language, which may have no impact on the person it is aimed at, must still be challenged as the language itself is unacceptable and could impact on other people. (<https://www.respectme.org.uk/professionals-what-bullying/>)

## Ethos

“Bullying behaviour is never acceptable within Glasgow’s schools/early learning centres.  
*Glasgow City Council Anti-Bullying Policy (updated 2019)*

The staff of Bunsgoil Ghàidhlig Ghleann Dail share a strong commitment to the personal and social well being of our children. All children and young people have an entitlement to work and play in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination.

Bunsgoil Ghàidhlig Ghleann Dail is committed to reducing the incidence and effects of bullying behaviour by:

- setting an ethos which places an emphasis on respecting, valuing and caring for self and others; establishing a climate where all members of the school community promote and model positive behaviours and values regardless of age, disability, transgender identity, race, religion or belief and sex or sexual orientation;
- putting in place anti-bullying policies following Council guidelines;
- taking seriously any report or allegation of bullying behaviour, investigating and taking appropriate action;
- ensuring that staff, children and young people and parents are fully conversant with the requirements of the anti-bullying policy and that its terms and implications are discussed and reviewed on a regular basis;
- providing support for children and young people who are experiencing bullying behaviour;
- helping the person displaying bullying behaviour to understand the impact of their behaviour and supporting them as they change their behaviour;
- involving parents, as appropriate, in supporting both children and young people who are bullied and those who are displaying bullying behaviour;
- ensuring the level of bullying in establishments is monitored and procedures are in place for maintaining a record of any report or allegation of bullying;

- putting in place quality assurance procedures to monitor the effectiveness of the policy and reviewing as appropriate.

The above will be supported by:

- Vision, Values and Aims statements which place an emphasis on mutual respect and which are agreed and discussed with all staff, learners and parents;
- Including anti-bullying education within the HWB curriculum as well as through cross curricular and whole school approaches, including school assemblies;
- Visual reminders such as posters or on school website;
- Promoting Positive Behaviour policy and approaches;
- Providing opportunities for peer support initiatives which promote skills of active citizenship, including peer mediation, circle time, worry boxes, buddying or mentoring systems, bubble time;
- Providing appropriate staff training in recognising and dealing appropriately with acts of bullying;
- Ensuring that children and young people who have experienced bullying behaviour receive appropriate support and protection from further abuse.

## Aims

The staff of Bunscoil Ghàidhlig Ghleann Dail will:

- Directly teach anti-bullying strategies and the development of informed attitudes at each stage
- Be vigilant of children's behaviour in all areas of the school
- Have high expectations of children's behaviour and attitudes
- Take all reports of bullying behaviour seriously and will deal with them immediately and effectively
- Listen attentively and use the following questions to gather information
  - What was the behaviour?
  - What impact did it have?
  - What does the child or young person want to happen?
  - What do I need to do about it?
  - What attitudes, prejudices or other factors have influenced the behaviour?
- Always exhibit a nurturing ethos. All behaviour is communication, it may well be that the bullying behaviour of the child or young person may stem from an unmet need.
- Work in partnership with parents and children to minimise the incidence of bullying behaviour.
- Report behavioural incidents on the school's internal incident log. Reports of bullying should be passed to SLT and recorded on SEEMIS.

As a result, we hope that parents will:

- Be aware of respectme, Scotland's Anti-bullying Service booklet - Bullying Behaviour: A Guide for Parents and Carers;
- Work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to help ensure bullying cannot thrive;
- Inform education establishments of bullying behaviour at the time of the incident or as soon as possible thereafter;
- Address their children's behaviour when it affects others negatively and refrain from engaging directly in a negative way with any other children involved or their parents/carers/families;

- Manage their children's use of electronic devices, mobile technologies and social media, including setting parental controls, ensuring privacy settings are in place and adhering to age guidelines;
- In the first instance, report any abuse to website providers, delete nasty or offensive messages and ensure their children unfriend or block persons potentially perpetrating abuse;
- Be aware of the type of incidents which may have to be reported to the police – retain any evidence which may include screenshots, messages, images etc;
- Understand we seek to understand the experiences, and address the needs of all children and young people, who experience bullying behaviour as well as those who present bullying behaviour, within a framework of respect, responsibility, resolution and support;
- Be given the opportunity to express their views and help shape policy development in this area;
- Be aware of the complaints process set out by the school and local authority and their rights with regard to these procedures;

As a result, we hope that pupils will:

- Be able to correctly identify bullying behaviour
- Feel confident about reporting bullying behaviour
- Know to whom they should report bullying behaviour
- Feel confident about supporting the victims of bullying behaviour
- Be able to choose safe and appropriate strategies when they encounter bullying behaviour.

### **Procedures for dealing with allegations of bullying behaviour**

1. Allegations of bullying behaviour will never be ignored. Whether the initial contact is made by a child or a parent, it should always be passed to the Senior Leadership Team (SLT). When the contact has been made by a parent, a timescale will be given for the SLT to report back to them.
2. The SLT will fully investigate the circumstances of the allegation, talking to all involved children individually. A resolution will then be agreed between the SLT and the pupil experiencing bullying behaviour. Parents of the child experiencing bullying behaviour, and of the child displaying bullying behaviour, will be informed and a solution focussed plan will be developed.

Teaching and non-teaching staff who have contact with the children will be informed and extra vigilance requested. The class teacher and/or SLT will regularly monitor that that bullying behaviour has stopped.

3. While the school's first priority is to stop the bullying behaviour, the staff have a commitment to support the child displaying bullying behaviour in a positive way.
4. Where appropriate, a restorative conversation will take place to establish a positive foundation for enabling any agreed next steps. The timing of this conversation will vary depending on the individuals. Approaches taken to resolution are restorative in nature and have shifted away from traditional punitive approaches. There will be times, however, whereby consequences are issued to support the rebuilding of relationships and the wellbeing of children involved.
5. All allegations of bullying will be recorded appropriately on SEEMiS and the school's internal incident log.

## Strategies

Bunsgoil Ghàidhlig Ghleann Dail will proactively tackle any instances of bullying. High standards of adherence to the schools 'Promoting Positive Behaviour' policy and excellent working relationships with families will hopefully reduce / eradicate instances of bullying. Any instances of bullying will be dealt with as outlined above.

Up to date information on strategies for tackling bullying behaviour for adults who work with children, parents and children is available on the 'respectme' website.

<https://www.respectme.org.uk/>

Conversation guides to help with immediately responding to bullying behaviour can be found on the 'respectme' website. All conversation guides can be found here:

<https://www.respectme.org.uk/professionals-responding/>

## Monitoring and Evaluating

The policy will be reviewed regularly. If a serious bullying incident has occurred, or there have been recurrent incidences of bullying the school will review whether there is anything that could have been done differently and whether there is a need for change to policy and practice.